

ATHLETIC JOURNAL

VOL. XXXIII No. 2

October, 1952



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 6858 Glenwood Avenue
 Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH
 Founder

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 1951-1952

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Published monthly except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

Subscription Prices: \$2.00 per year; \$3.00 for two years; \$3.75 for three years; \$1.20 for six months; \$1.00 for five months; Canada \$2.50 per year; foreign \$2.75 per year. Single copies 25 cents for current volumes 35 cents per copy for back volumes. Copyright 1952, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925 at the post office at Chicago, Illinois under the Act of March 3, 1879; additional entry at Rochelle, Illinois.

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Nation-Wide Amateur Athletics

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Number 2

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Dave Davis, Georgia Tech end, who does all of the punting for the Yellow Jackets. Bobby Dodd discusses their defense against the kicking game—page 7.

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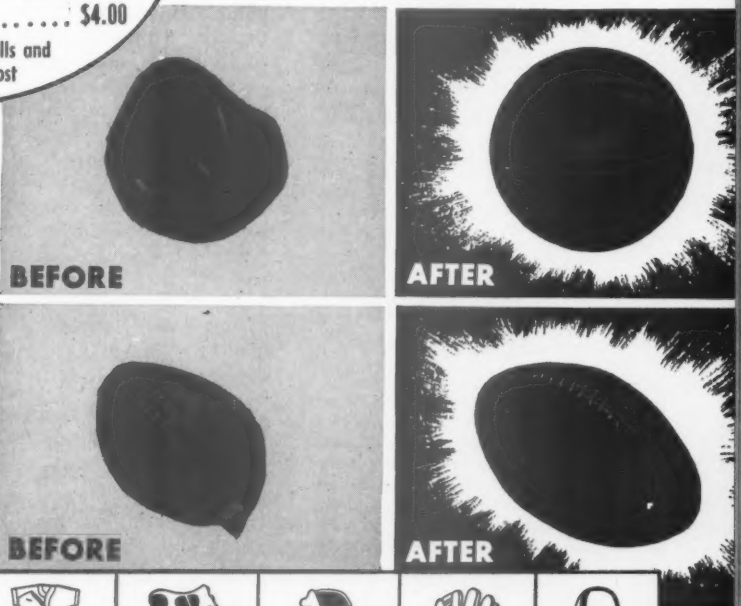
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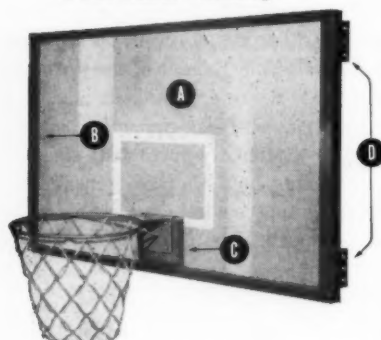
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TO those who would eliminate the try for extra point, we hasten to point out that "Biggie" Munn in 46 games at Michigan State has only lost one game due to a missed conversion. In the same period his team has only been blanked once . . . J. V. Sikes, recently appointed to the West staff for the East-West Shrine Game, holds the distinction of being one of the first Southwest Conference players selected to participate in the game. In the third year of the classic, four players from the Southwest Conference were selected to play, and Sikes, an end from Texas A. & M., was one of the four . . . Ever since 1929 the Big Seven Conference has confined its fall track activities to a two mile race. This year, however, the conference will compete in cross country . . . Eddie Chinske, new Montana head coach, spent 16 years coaching scholastic teams in the state before returning to his alma mater as an assistant coach. In that period of time his football and basketball teams won more state championships than have ever been won by any other coach in the history of the state . . . Minnesota has 485 member schools, of which 458 or 94.4 per cent play football of either the eleven-man or six, seven or eight-man variety. More students are enrolled for football than for any other sport. Back in 1907 Hardin-Simmons, then known as Simmons College, played five games, four of which were with Howard Payne College. Simmons College won two, lost one, and tied one.

BUD BOERINGER, Cornell line coach, has spent the 25 years since his All-American days under Rockne, as a line coach. Seventeen of these years were with Gus Dorias at Detroit . . . Kansas high schools are talking of reorganizing their leagues. The tremendous change in population growths in certain cities has caused a demand for the reorganization along more equitable enrollment lines . . . Going into their sixtieth season of football, Texas has only had five seasons in which they lost more than they

won. In the 59 years, Texas has played 524 games, and only 23 of these were ties . . . In 69 years of football for California, the Bears have played before a total attendance of well over 14 million . . . Rhode Island has become a member of the National Federation, leaving Texas as the only state not belonging to the Federation. Alaska became an allied member, with a modified form of membership, necessitated by local problems . . . Oregon officials recently surveyed the member schools to determine the attitude toward state championships. Ninety per cent favored state championships in track; 83 per cent in basketball; 73 per cent in swimming; 67 per cent in baseball; 66 per cent for eleven-man football; and 58 per cent for the six-man game . . . For those of you who are questioned by parents about the number of deaths resulting from playing football, the following figures from the National Safety Council may be of help: automobile fatalities 28 per 100,000; deaths from falls 12 per 100,000; from drownings 4 per 100,000; and deaths due to playing football 1 per 100,000 participants.

IN the September column we wondered if any conference could match the Big Seven's eighteen Olympic representatives. C. Hayes of Alameda, Calif., High School, came to the fore with the names of twenty-four Olympic representatives from the Pacific Coast Conference plus, as he says, "several on the El Segundo water polo team." . . . October 4 undoubtedly set some kind of a record when all of the members of the Southwest Conference played on Texas soil on the same day. Arkansas, the only out-of-state member, was at T.C.U., while all the other Texas schools played non-conference opponents . . . Moving into collegiate ranks for the first time is "Mickey" Walker who goes from Huntington School to Northeastern University as end coach. Merl Norcross leaves Chapel Hill, N. C., High School for the post of freshman coach at Worcester Polytechnic Institute.



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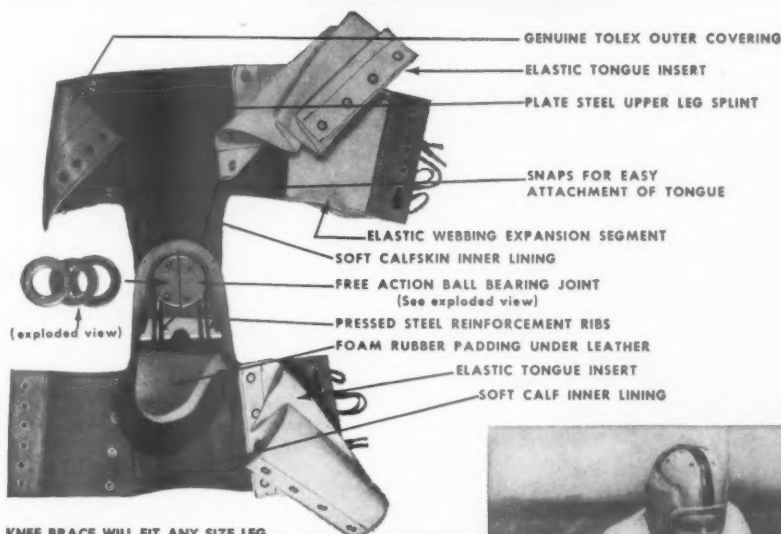


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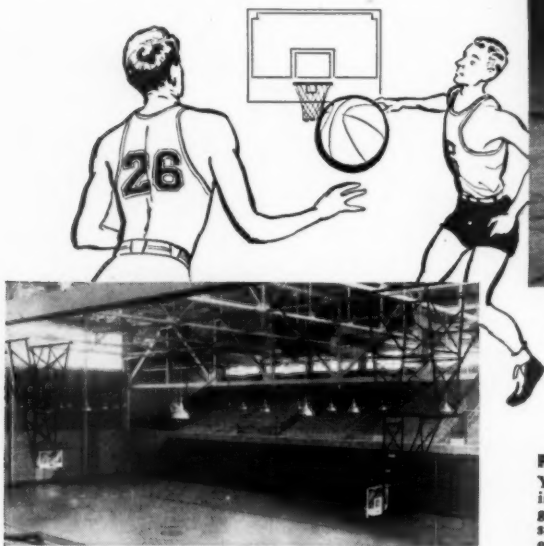


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Defense Against the Kicking Game

By BOBBY DODD

Football Coach, Georgia Tech

THIS is rather an unusual title for an article in these days of offense, but it is certainly one of the most important, and sometimes the most neglected of all phases of the game. In all close ball games, we think, it will be found that the break or turning point will be centered around the kicking game. How does this come about? A blocked kick, a short kick, a punt return, a mishandled punt, a kick-off return, all center around the kicking game.

First of all, we will take up a defense against the punting game. Fundamentally, there are two ways to defend this phase of the kicking game: 1. Block or put pressure on the kicker. 2. Return the punt. We try to do both at various times. This pressure on the kicker, and returning the punt, does not give the opposition a chance to gamble by overloading the protection of the kicker or the coverage of the kick.

There are two major types of punt protection — the tight and the spread. It is easier, in our opinion, to block a kick from the tight formation, but we try both methods.

Diagram 1 shows what we consider our best maneuver, and we have blocked several punts with it. We believe the quickest and easiest way to block a punt is from the strong side. The reason is that the kicker, if he is right-footed, is kicking into the defense rather than away from it.

In the maneuver which is shown in Diagram 1, the left end drives hard over the outside shoulder of the outside man in the tandem and forces him to work to the outside. The left end should be aggressive and deliver a good initial

blow to the outside man.

The left tackle drives hard into the gap between the No. 2 back and the offensive tackle, forcing the back to help the offensive tackle. This drive by the left tackle is the key to the action.

The left guard lines up in the gap between the tackle and the end, and "bulls" his way into the kicking lane. Usually, the tackle is forced to heap on him to the inside.

The right guard lines up in the gap between the weak tackle and the guard, and "bulls" his way into the backfield.

The right tackle charges the gap between the No. 3 back and the weak tackle.

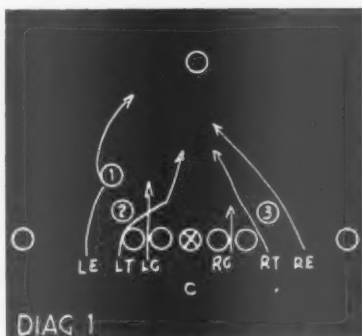
The right end charges hard over the outside shoulder of the No. 3 back, and goes for the kicking zone.

In this play the fullback tries to conceal his position a little to the

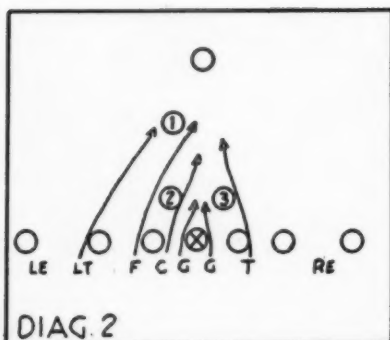
outside of his left end. Being in this position, he masks his charge just long enough to let the other man start trying to maneuver the protection, and open the lane into the kicking zone.

The center lines up about five yards deep, and is ready for a run or a pass in case of a bad snap.

The average tactic calls for the fullback to block the kick, but as it turns out anyone may block it, depending on the reaction of the protection. We have had four different positions block a punt from this maneuver.



(Series A)

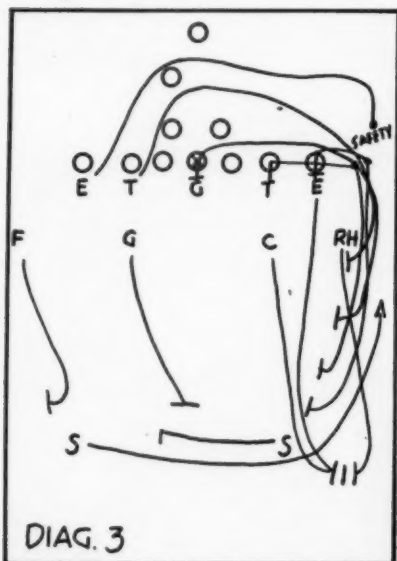


The players should be sold on the idea that everyone must think and try to block the kick, and this is extremely important. Every defensive man who is in any position at all to see the kicker, should, as he kicks, raise his arms and drive for as much height as possible, and across the kicker's foot two yards in front. The defense never knows where the ball is coming off the kicker's foot. Sometimes they may get the one they never thought they had a chance to get.

Fielding Punt On the Run

Fielding a Bounding Punt

Series A shows Parelli kicking, Bill George, Wake Forest, blocking. George does a good job of demonstrating how to block a punt — he goes in



front of the kicker's foot, thus permitting the kicker to kick out under him. George gets his arms well up and goes off the ground. He traps

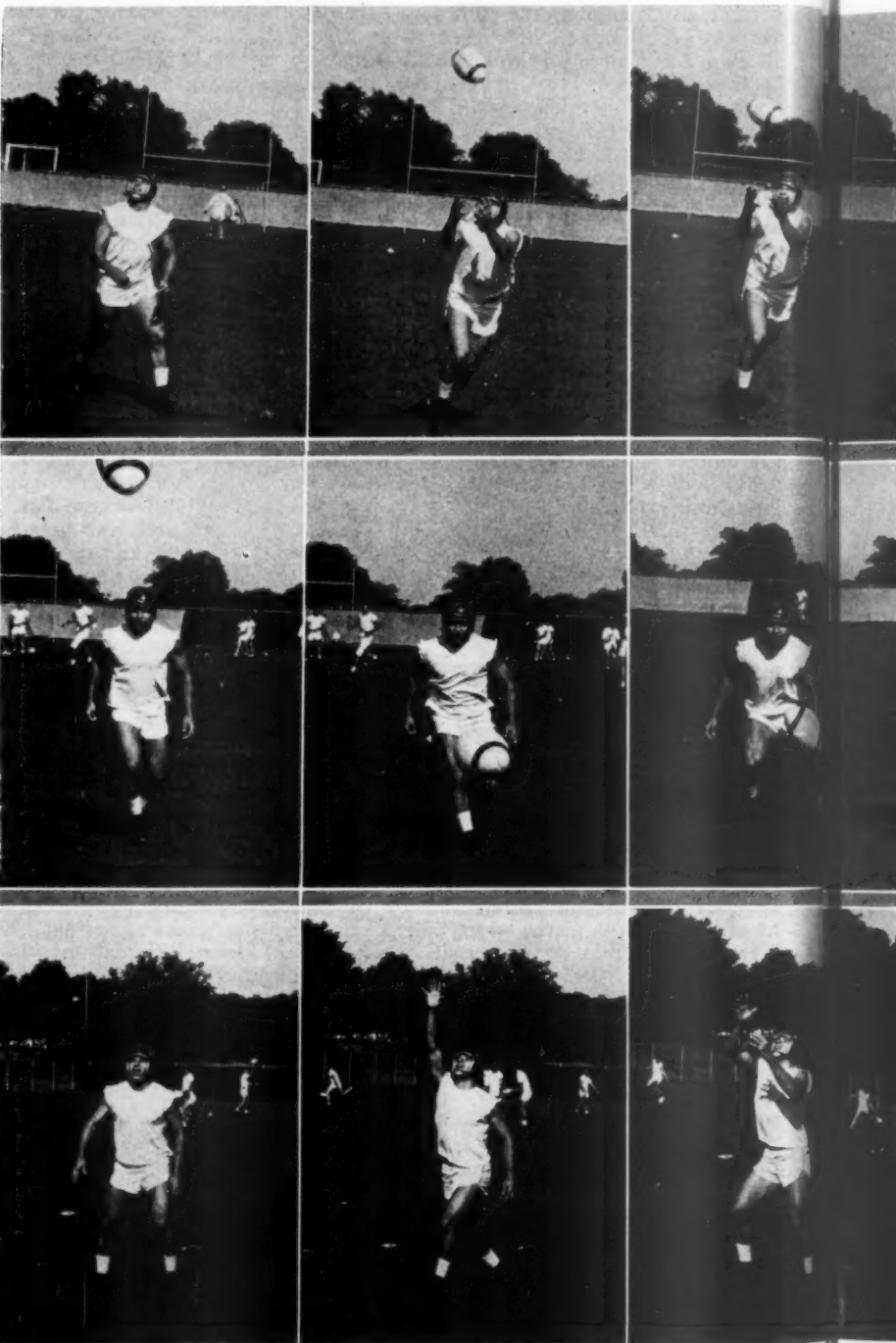
Fair Catch

the ball to keep it from going across the line of scrimmage, and drives the ball back toward the opponent's goal line.

Diagram 2 shows spread punt protection which is very popular in our section of the country. We feel it is difficult to block a kick from this type of protection. In fact, we have tried to stunt and block a kick without protection, and have found it impos-

sible, if the kicker kicks in two seconds. We do try to put pressure on the kicker from the spread because when kicking from 13 to 14 yards deep, about one out of three times the snap is a little off and this affords the necessary opportunity to try to block the kick.

The left end and the right end play slow and are ready for a run in case of a bad snap, or a pass.



The left tackle drives hard over the outside shoulder of the right offensive tackle for the No. 1 back's outside shoulder.

The fullback drives from the outside shoulder of the right offensive guard for the inside shoulder of the No. 1 back.

The center lines up head-on the right guard, and works to the middle.

The left guard and the right guard

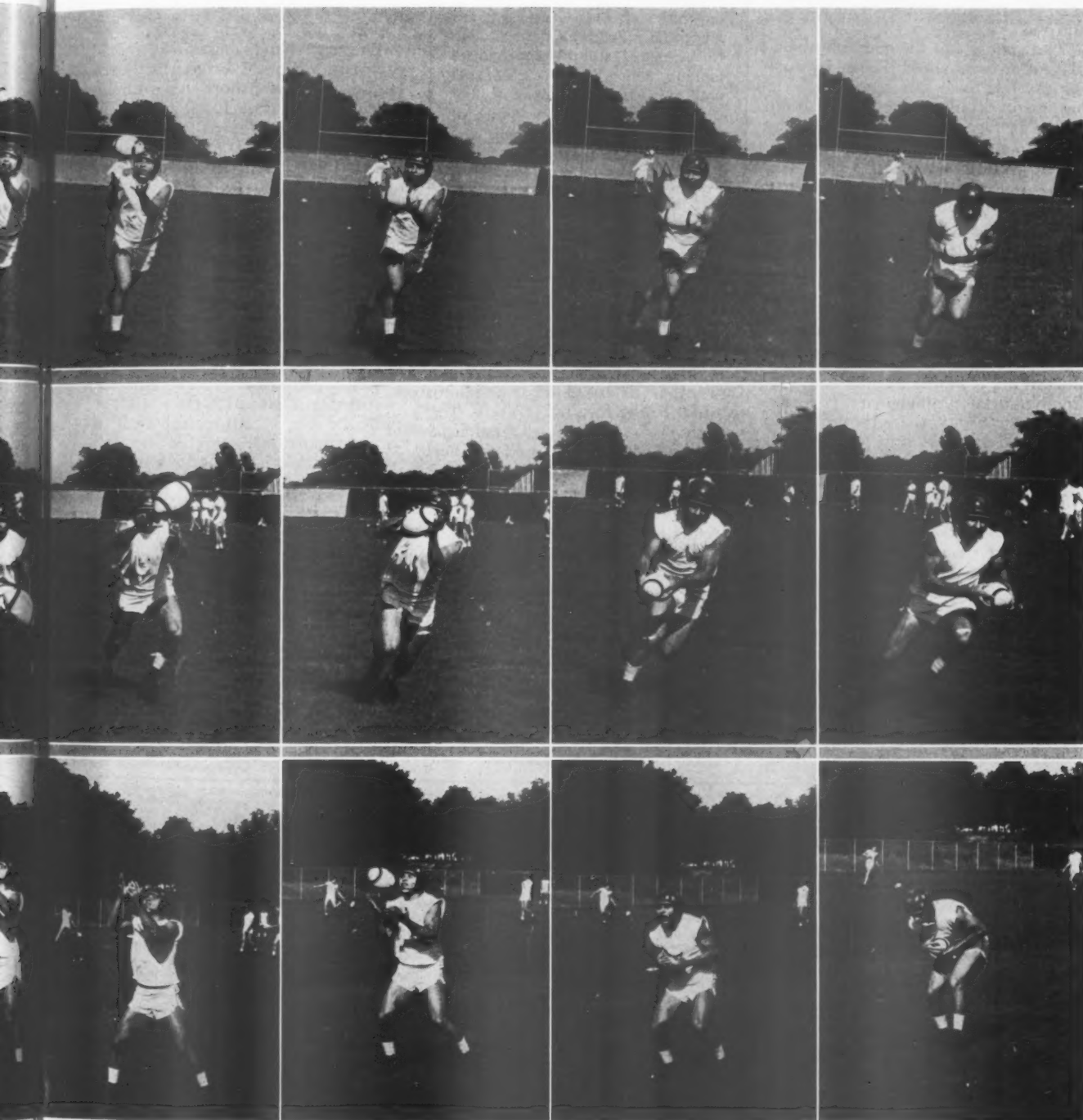
line up on the outside shoulder of the center, drive hard to the inside, and make the No. 2 and No. 3 backs take them.

The right tackle drives hard over the left offensive guard for the kicking zone.

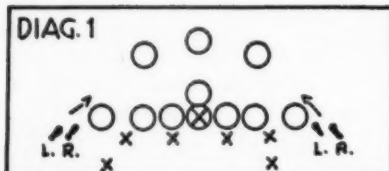
This play will always put pressure on the kicker, and give the left tackle, fullback, or center a good chance to break clean.

At this point, we would like to make one statement, which we think has helped us here at Tech. The most important factor involved in blocking a kick of any kind is to find the boy who has a particular knack and desire for finding the ball. He may be a third stringer, but if he has this ability we put him in in this situation and exploit him. We are al-

(Continued on page 59)



DIAG. 1



DEFENSIVE end play is a fascinating subject. How to simplify the maneuvers that a defensive end is able to execute in the split second before the play develops is a problem that taxes the ingenuity of both the player and the coach.

The majority of the ends who have played for us at Alfred University during the last five years have not been big men. Rather, they have been on the average, between 5 feet, 7 inches and 6 feet tall, and have weighed, on the average, about 170 pounds. Although most of these ends have been of average or below average size, nearly all of them learned how to hand fight exceptionally well. They have been hard to knock off their feet, and usually were quick and agile in their movements.

In order to capitalize on the abilities of our ends, and to try and minimize the lack of height and size, we worked out a simple but carefully defined pattern of maneuvers. These maneuvers are practiced continually in pre-season workouts. The basic maneuvers are learned, and then application under fire follows, with the ends working against the T formation and the single wing.

The Stance

All of our linemen, with the exception of the ends, use the sprinter's stance for their basic charging position. The ends use a more erect stance, place their feet closer together, and angle charge. Diagram 1 shows the spacing, angle of charge, and foot placement of our defensive ends in relationship to the other linemen.

The defensive ends assume a

Defensive End Play

By JAY McWILLIAMS

Line Coach, Alfred University

JAY McWILLIAMS is now serving his sixth year at Alfred University as line coach in football and head basketball coach, and has expounded upon these two sports in the past for the readers of this magazine. Following graduation from Penn State, he coached at Indiana, Pennsylvania, High School until the war. Upon completion of service he served as line coach at V.M.I. for three years before assuming his present position.

crouched position with their knees bent, and weight slightly forward. Their hands are usually placed on their knees to help achieve a quicker getaway on the snap of the ball. It will be noticed, (Diagram 1), that the ends are facing the line of scrimmage at about a forty-five degree angle. Also, the left end has his right foot forward, while the right end has his left foot in the forward position. The forward foot is usually planted firmly so that both the toe and the heel touch the ground. The back foot is usually placed so that the greater part of the weight is on the ball of the foot and the heel is raised.

Defensive Maneuvers for the T Attack

One of the lessons we have learned from experience has been, *never get caught on the line of scrimmage*. No matter how slight the penetration may be, (only one step), we want our ends to get across the line of scrimmage. On the snap of the ball, and our ends are able to see it being snapped due to

their angle and stance, the left end will take one quick step forward with his trailing foot, (left foot). Then he lands with a slight hop on his right foot, his hands shoot forward with his elbows locked so that he is now well-braced and ready to hand fight any approaching blockers.

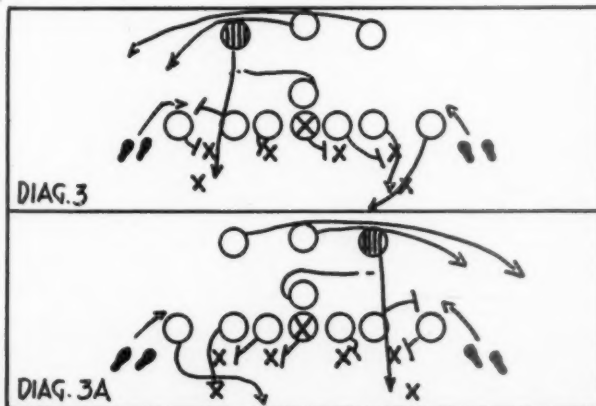
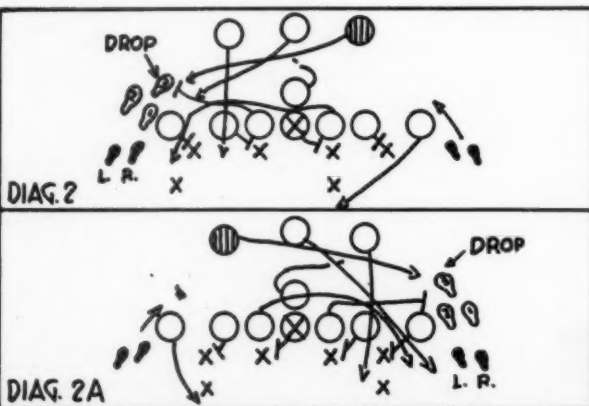
The right end makes his initial charge in a slightly different manner. He takes a quick, short step with his forward foot, (left foot). Then he hops, landing on the ball of his right foot, shoots his hands forward with his elbows locked, and is ready to fend off blockers.

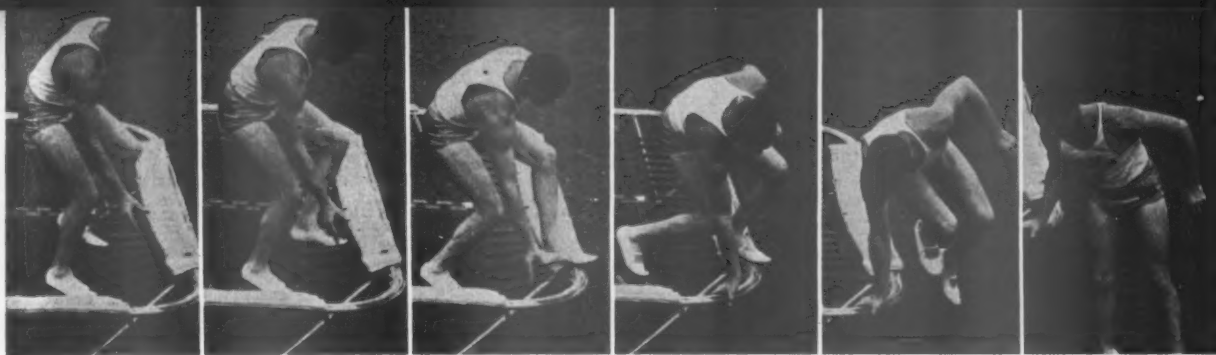
After the initial charge is made, the end diagnoses the play and then reacts as quickly as he can to the situation. We have been able to break the situations down into four major possibilities. Any pet maneuvers or special abilities the end may have are used. However, by working continually against actual situations we feel that the reactions are speeded up, and confidence is gained by the end because he has a counter for each attacking maneuver.

The four major situations the end faces are: 1. A play aimed directly at him. 2. A play through the adjacent tackle. 3. An end sweep around his side of the line. 4. All plays to the opposite side of the line.

Diagram 2 shows a T play aimed directly at the left end. We hope that the left end will have taken his two steps and be braced to meet the attack. If he has done so he will have a split second to diagnose the play and see that this particular play is aimed directly at him. His reaction to this situation should be to drop to

(Continued on page 49)





Elementary Trampoline Stunts

By DICK HOLZAEFFEL

Varsity Gymnastics Coach, Iowa University

TRAMPOLINING, once a relatively unknown activity or one reserved for the circus performer, has become a very popular activity throughout the United States. Trampolines were in use in European circuses several hundred years ago. These were undoubtedly large bulky affairs. George Nissen and Larry Griswold, Iowa University gymnasts, constructed a trampoline to be used in schools. They wrote a teaching manual for the trampoline around 1940 which is still one of the best. With recent improvements in the trampoline frame, bed, and storage features it has become a very practical piece of apparatus to have in the gymnasium.

Trampolining has more appeal than any other gymnastic activity. Why? Because, anyone from two years of age to seventy can get on the trampoline and work the apparatus. Learning is fast and enjoyable. There is little or no necessity for the real "strong man." The trampoline, not only gives a spring, but also cushions

the landing and avoids the hard shock of tumbling.

While serving in the navy pre-flight schools from 1943 to 1946 as a gymnastics instructor, we were encouraged to make use of the trampoline as an important part of the physical education program. First, the physical conditioning from prolonged periods of trampolining is tremendous. Second, there is an orientation of time and space involved in trampolining which was thought to be beneficial to potential fliers. Third, the neuromuscular co-ordination involved makes for a better timed and more rhythmical or co-ordinated individual. Fourth, gymnasts or students in general physical education classes enjoy the mental exercise in performing one stunt while thinking of the next stunt. All of the points listed above seem to make for a more graceful individual than one who has had no experience in learning to time and co-ordinate his body motions to that of the trampoline.

Here at Iowa University, all gym-

nasts practice on the trampoline whether or not they are competing on the apparatus in gymnastics meets.

In the general physical education class, for men or women, the trampoline affords an activity in which all may learn stunts immediately. This is important for there is nothing more discouraging or aggravating to the student than to have the physical education instructor finish the class and remain the only one who is able to do the demonstrated stunts.

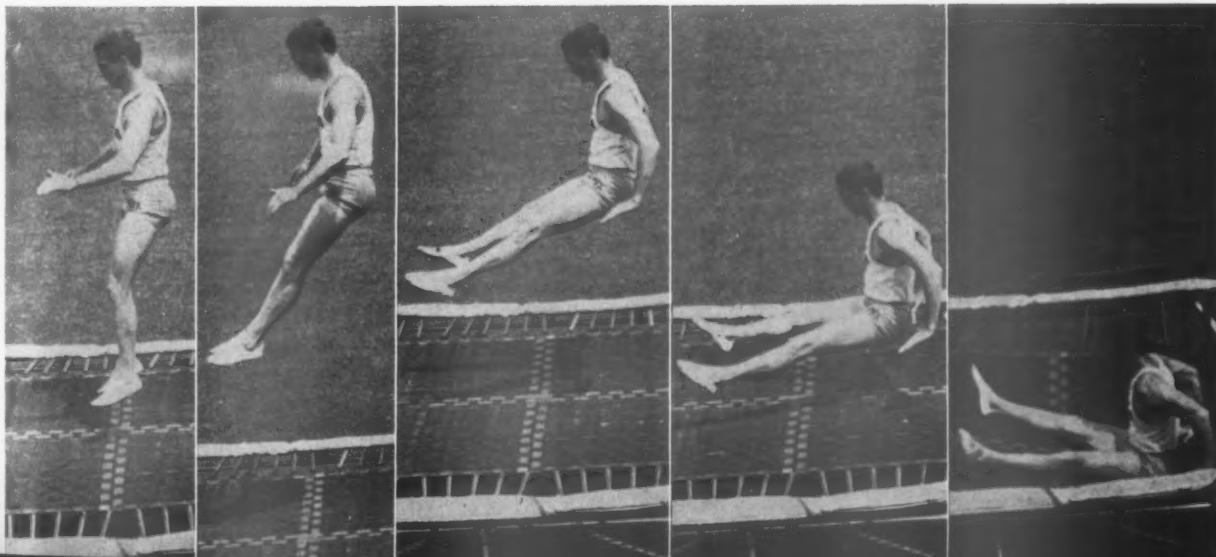
Dave Armbruster, the swimming coach at Iowa University, has his divers work on the trampolines to learn twists or twisting dives in a safe medium. With the use of the twisting belt and an overhead mechanic, a stunt can be safely practiced time and time again without having the diver coming out of the water half-stunned and wondering what he did wrong.

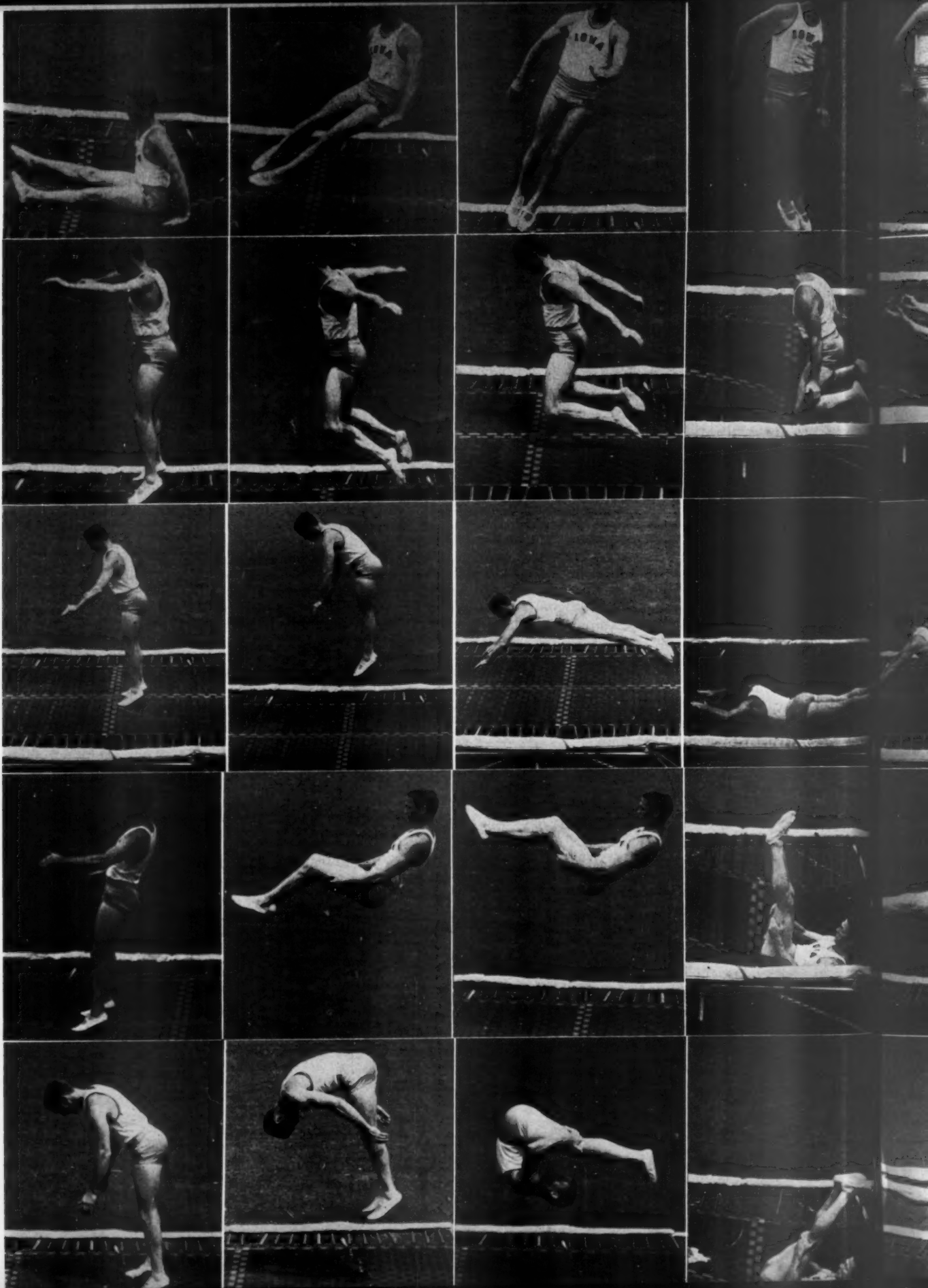
It may safely be said that varsity tumblers can learn the movements of handsprings, somersaults, and twists on the trampoline, then go to the mats to perfect them for routines to be

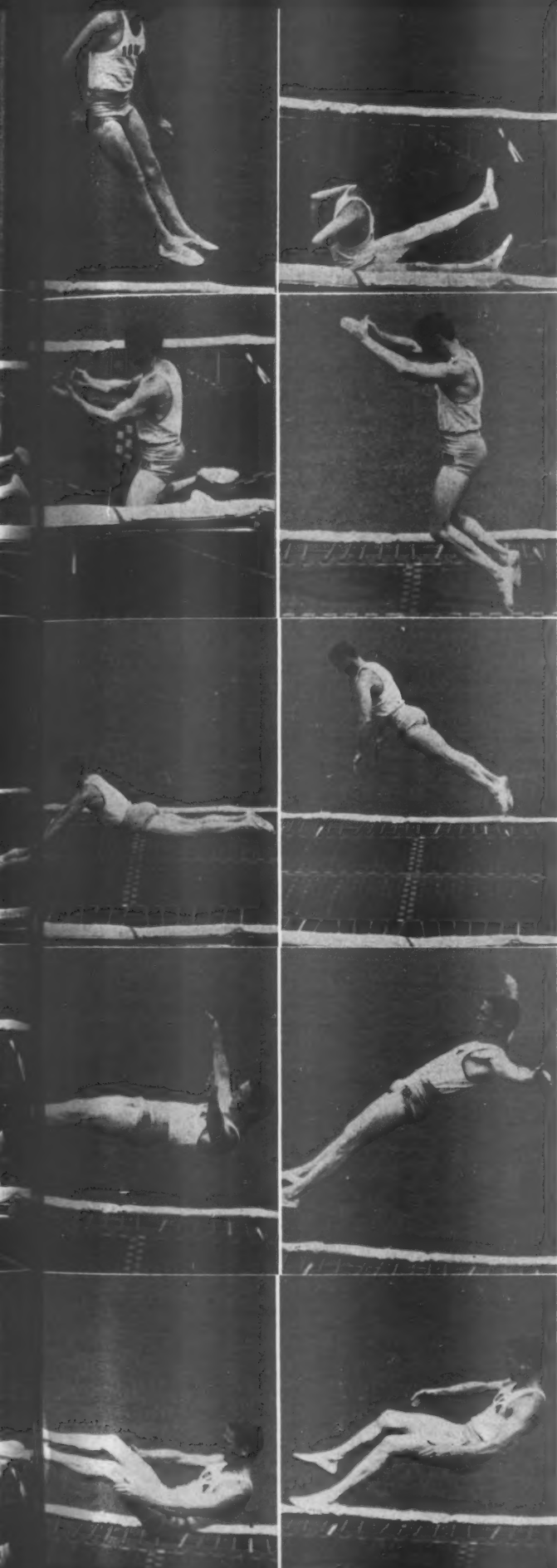
(Series A) Above DISMOUNT



(Series B) Below SEAT DROP







(Series C)
**SWIVEL
HIPS**

(Series D)
**KNEE
DROP**



(Series E)
**FRONT
DROP**



(Series F)
**BACK
DROP**

(Series G)
**BENT
DIVE**

used in competition.

The stunts to be discussed are basic elementary stunts which can be used to introduce trampolining to all in any kind of class in physical education. The beginner or the novice is the important individual.

Before discussing trampolining, there are some important do's and don'ts involved in the intelligent approach to the use of the trampoline.

A trampoline is an inanimate piece of equipment unable to injure anyone or anything. The unintelligent or uninformed misuse by an individual or individuals causes the criticism. This activity requires supervision by an attentive and well-trained physical education instructor.

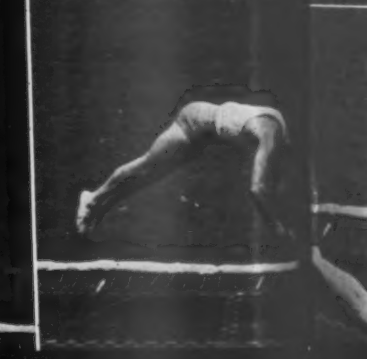
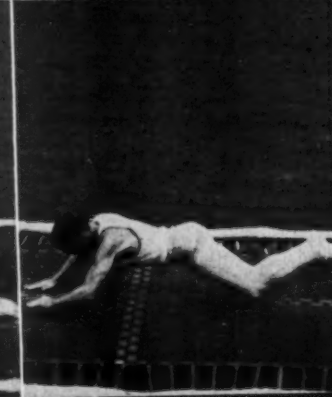
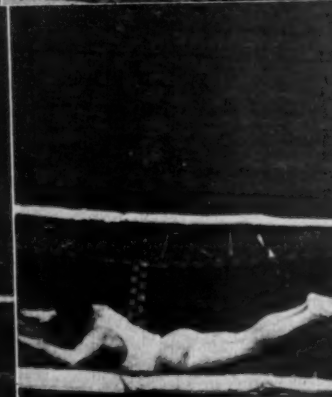
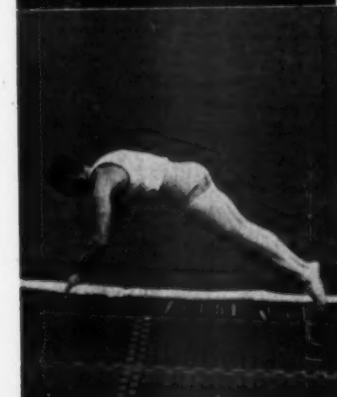
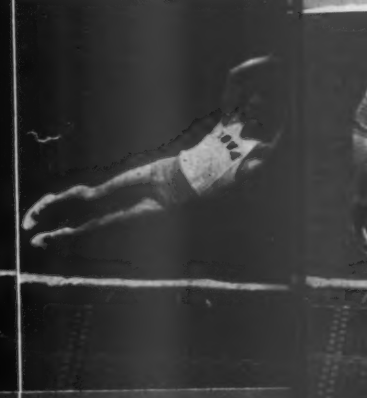
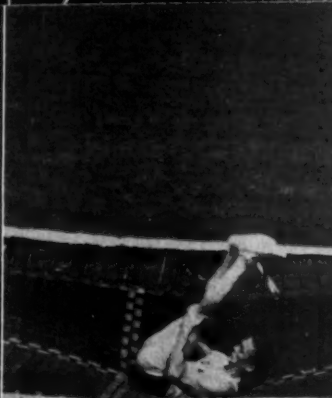
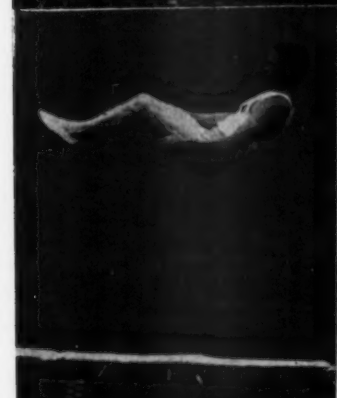
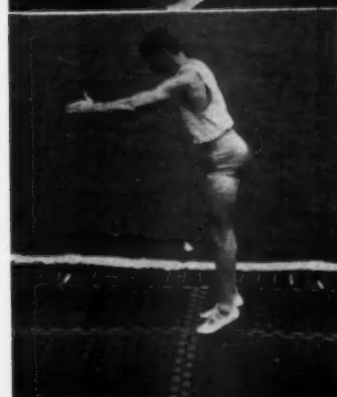
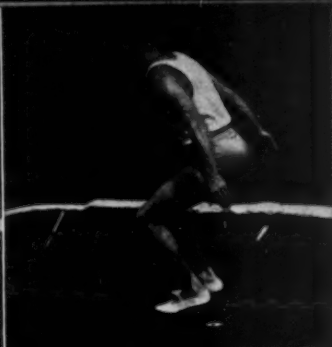
The trampoline should have pads on all exposed frames. There should be alert students standing at both ends and at the sides of the trampoline when any but the simplest activities

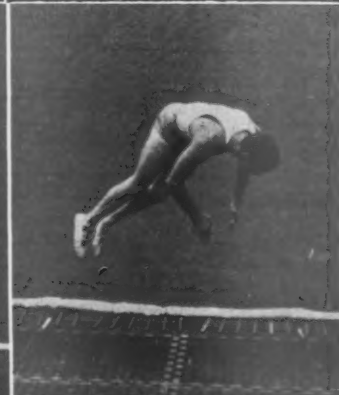
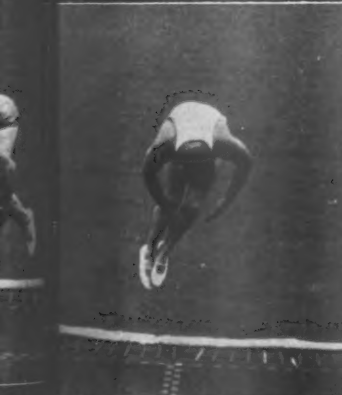
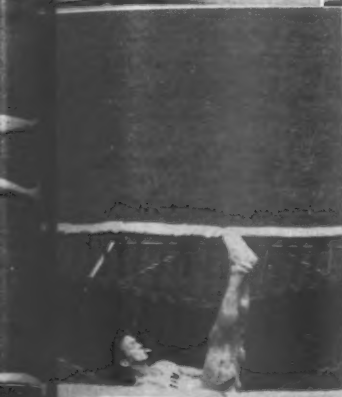
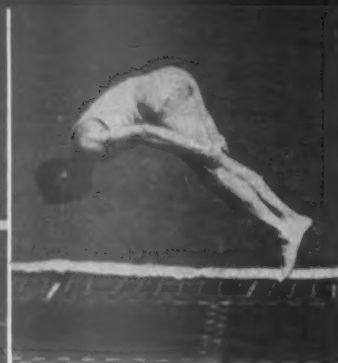
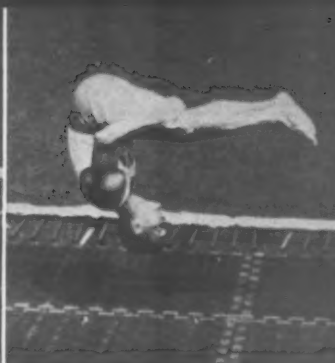
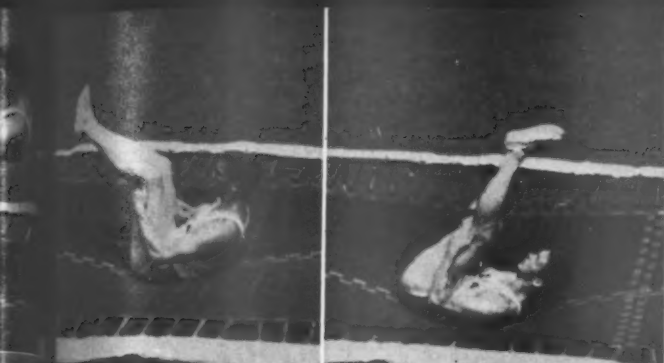
IN 1949 Iowa revived gymnastics after a six year lapse, and appointed Dick Holzaepfel as coach. Building from scratch, his teams have won fourteen dual meets, losing ten, and tying one. Last year his teams won ten out of eleven, placing fifth in the National Collegiates. He has been especially successful with trampoline performers. Two of his boys finished first and second in last spring's National A.A.U. Meet, and twice his trampoliners have finished second in the N.C.A.A. Dick is a graduate of Michigan, with a master's from Colorado State College.

are going on on the trampoline. When very simple stunts such as jumping, knee drops, etc. are being practiced, students or spotters are not necessary on the sides, after a few orientation periods have been completed.

From a hygienic viewpoint complete uniforms minus shoes should be worn. Sweat shirts or long-sleeved jerseys and long pants prevent abrasions on the elbows and knees.

Some very common mistakes when using the trampoline are as follows: 1. Use of the trampoline when not supervised. 2. Not enough practice with just plain bouncing and learning to "kill" the bounce when out of control. 3. Jumping too high for control. 4. Proceeding too fast into the more difficult stunts. 5. Trying backward work with no spotting devices. 6. Not wearing complete gymnasium uniforms. 7. Not learning "saves" on what to do when in difficulty. 8. All





(Series H)

Above

CANNON BALL

(Series I)

HALF TWIST BACK DROP

stunts should be learned from a stand and then preliminary bouncing should be added. This is an important safety viewpoint and one generally overlooked. Bouncing creates height which is usually unnecessary for elementary and intermediate stunts. Bouncing can make a stunt easier, but more dangerous if all does not go well.

All new trampolining participants should be given instruction in the proper way to mount and dismount. For mounting, either a step, bench, or chair should be used to get on the



(Series J)

Above

CRADLE

(Series K)

TURNTABLE

(Series L)

BACK JACKKNIFE

trampoline. The participant should step from the support to the frame and then to the bed. He should avoid stepping on the spring supports of the bed. If the class is physically mature enough, a forward roll by grasping the frame and rolling to the bed may be used.

For the Dismount, (Series A), the student should: 1. Step from the bed to the frame, preferably on the corner of the frame. 2. He should use his hand for support. 3. The student should jump slowly to the floor, keeping his hand on the frame of the trampoline for support. There have been too many needless injuries due to incorrect dismounts from the trampoline. After a workout on the trampoline, the legs are bound to be tired. If a big jump is attempted from the trampoline, the legs may buckle, causing all sorts of leg injuries. Further, a jump to a slippery floor

(Continued on page 34)

The ATHLETIC JOURNAL

Vol. XXXIII October, 1952 No. 2

Published by

THE ATHLETIC JOURNAL PUBLISHING CO.

6858 Glenwood Avenue

Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH

Founder

JOHN L. GRIFFITH

Publisher

Russia and the Olympics

LAST month in this column we analyzed what we considered to be the more obvious observations on the recently completed Helsinki Games. These were observations generally reported by most sport columnists.

However, the important observation, as we see it, does not pertain to athletics, but rather a general acknowledgment by the Soviet that they have dropped any pretext at being a communist state. In the true communist dogma there can be no first place, nor can there be any competition. The ideal communism of Marx and Lenin would hold the speed of the fastest to that of the slowest. If it is unlawful to compete with a fellow communist in the production of goods or food, then it certainly must not be conducive to the best communist thought to foster competition on the athletic fields.

The free enterprise system is based on competition, and for that reason our system of athletics has augmented our ideas of political and economic life. Conversely, of course, our system of athletics has prospered because it is in line with our way of life. Recall, if you must, the utter failure and subsequent discarding of the regimented form of calisthenics in our physical education thought, and the substitution of the teaching of athletic skills for our competitive games.

This sudden change in communist thought must come as a fast-breaking curve to the numerous pseudo pinks who occupy so many of the editorial chairs on our college dailies. Just a few years back the popular editorial slant in these dailies was to criticize the emphasis upon football and other competitive sports, and to attack the big pampered bullies called athletes.

It will be difficult for these misguided, self-styled liberals to realize suddenly that Russia, their idea of Utopia, has not been opposed to competition all these years, but instead has pampered her athletes in a manner never even dreamed of here. Who knows, some of these pinko editors might even have a good thing to say about athletics?

Outside Promotions

PRACTICALLY all state associations have stringent regulations against the participation in athletic events promoted by other than school administrators.

In order to protect the high school athlete from unscrupulous promoters, some of these regulations are so inclusive that they remove many worthwhile promotions from the reach of the schools.

An illustration of a worthwhile promotion is the Junior Olympics conducted by the Lima, Ohio, Jaycees. The meet itself is large, with some 1200 boys from 65 high schools competing. In 1944, the first year of the meet, the Jaycees lost \$1200, and each year since have failed to break even. The medals and awards alone cost \$600 each year. In some states this type of a promotion would have been outlawed as a commercial venture since it is not administered by school administrators. Few, if any schools, would be willing to underwrite a deficit year after year, with the result that such a worthwhile promotion would soon cease to exist. Track and other relatively non-revenue producing sports must, if they are to be promoted, look to other than schools for financial support and backing.

The question which undoubtedly is uppermost in any administrator's mind is whether the good in cases such as enumerated would outweigh the bad which the legislation was intended to prevent. The answer is an emphatic "no." The solution lies in the form followed in most states where all such proposals are considered and sanction granted for worthwhile endeavors. However, the point is that by arbitrarily slamming the door shut on all proposals not in the hands of school administrators many desirable events are rejected.

More and more businessmen are realizing the necessity of combating juvenile delinquency in their communities. This realization has been taking shape through the organization of teen clubs and athletic events by various civic clubs.

We feel that support of this type should be encouraged and welcomed, for in it we can see hope for the growth of sports which, if dependent upon their own drawing power at the gate, would not exist.

That there is a tremendous need for promotions can readily be seen from these statistics. In

(Continued on page 63)

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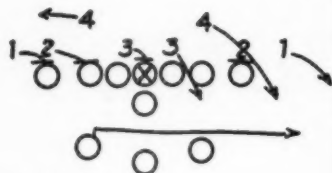
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Numbering Team Defenses

By **CHUCK KLEIN**

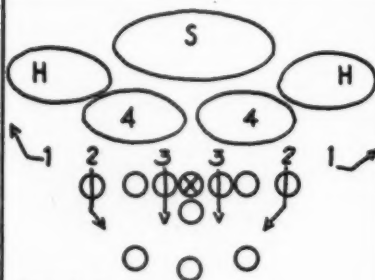
Football Coach, Cocoa, Florida, Public Schools



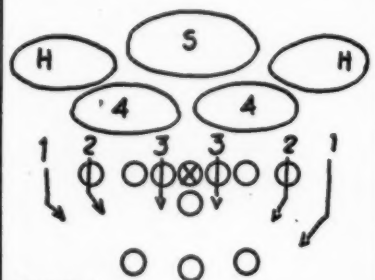
DIAG. 1



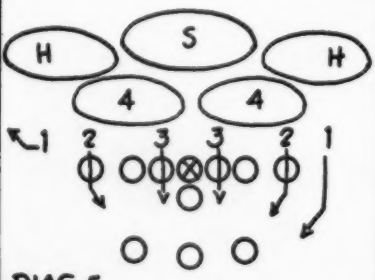
DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5

CHUCK KLEIN played with the Great Lakes team during the war, participated in the East-West game, and graduated from the University of Miami, where he was the recipient of the most valuable player award. In 1949 he was line coach at St. Mary's High School in Miami, moving to a similar position the next year at Cocoa High School. Last year, his first as head coach, his team won ten, lost one, and the victory in the Indian River Shrine Bowl Game.

AT the present time changing team defenses are considered the solution for stopping the T and its variations. However, as much time is required to teach team defenses as is necessary to teach the offensive patterns.

It has always been our contention that in order to stop a system, we must have a system. Offensively, many T teams have gone into the call and rule blocking. Call and rule blocking is nothing more than a number system designating blocking assignments offensively. If this number system can be worked offensively, it stands to reason that a call system designating defensive maneuvers can be used in the same manner.

The call system has been a solution for teaching offense in an under-staffed school. Many small schools have gone into this call system because the boys need learn only two or three maneuvers to go inside or out. With this system the players may practice maneuvers while other things are being taught by the coaching staff.

In our defensive setup at Cocoa High School, we use a simple number system for teaching team defenses. In this setup, our No. 4 men are the defensive quarterbacks. Each player calls his own defensive numbers, on his side of the line.

After the scouting reports have been studied and a defensive attack has been designed, the defensive quarterbacks are called in and the strategy is discussed according to the number of defensive maneuvers needed to stop an opponent. Very little time is required to master the number defense, and once taught it can be retained. During the time devoted to funda-

mentals, we teach defensive fundamentals such as the loop, the slant, controlling and penetrating charges. After these fundamentals have been taught, our rules take care of the balance of the system.

Rules

1. The guards are numbered 3, the tackles 2, the ends 1, and the line-backers are numbered 4.

2. All defensive maneuvers are called by a series of three numbers, starting with 4 or 1.

3. All defenses starting with 4 slant and penetrate, or loop and control out as designated.

4. All defenses starting with 1 slant and penetrate or loop and control in.

5. In defenses starting with 1, the No 4 man shall shoot the space of the number preceding him. The player whose number was not called will drop and cover to his outside.

6. In defenses starting with 4, the number 4 man shall shoot the space of the number following him. The player whose number was not called shall cover on the line of scrimmage or to his inside.

7. Defenses 400 and 100 are passing defenses and either one may be used in a passing situation.

After the rules have been learned, all the linemen need remember is that all defenses starting with 4 either slant the gap or loop the man outside. If a player's number is not called, he should play loose on the line of scrimmage, and cover inside. If a defense is called starting with 1, the player should slant the gap or loop the man in. If a player's number is not called, he should drop and cover to the outside.

There are six different combinations starting with 4, and six different combinations starting with 1. These are as follows: 400, 421, 431, 432, 412, 413, 100, 123, 142, 124, 134, and 143. With these 12 combinations, there are over 60 different variations of defense that may be learned simply by remembering the rules.

Many times we must use certain automatic numbers for situations that may arise. If an opponent should use a flank or man-in-motion to one side, and our scouting reports show that they like to run to that side, we may

(Continued on page 50)



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Safety Methods in Football Administration

By JOHN P. CHILDS

Football Coach, Athens, Pennsylvania, High School

EACH autumn thousands of red-blooded young men entertain high hopes of playing the king of all sports — football. And many additional thousands of interested spectators will be on the sidelines watching. There can be very little doubt as to the popularity of this rugged game. However, the hopes and desires of far too many of these young men will be in vain due to the great jinx of football injuries. Too often do we hear a football coach say, "Yes, we had a good season, we won eight out of eight." Yes, that is a good season basically but the season's success should go deeper than that. The coach could have answered, "Yes, we had a very successful season, we had a season free from injuries." This second statement is one that is very popular with the parents of the players and also with the school administrators, and one which we as coaches should plan for as well as for our victory banquet speeches.

Some form of football has been played by most civilizations dating back as far as 750 B.C. Usually it has been a rough game and in America its history has been a constant struggle to control its dangers and still retain the elements of manliness and the risk involved and enjoyed. Most state and local studies list football as the most dangerous of all sports. Football led last year. Undoubtedly, football causes more deaths and injuries than any other school sport. On the other hand, due to the attendant publicity, the number of accidents and deaths in football tends to be over-emphasized. Football is a rough and tough game, but school administrators and a great majority of the public agree that the benefits to be derived justify its existence.

In this article we will attempt to find the cause of all injuries and eliminate them. No attempt will be made to treat the injury, but rather, prevent the accident before it happens. We are serious on the subject of football injuries because we feel that with the proper knowledge of their cause most injuries can be avoided.

Previous studies of football injuries have brought to light the following data. Lloyd and Eastwood found that the leg and foot area accounted for 43 per cent of all injuries, with the knee and ankle being the parts most frequently injured. Sprains ranked

first among the types of injuries, accounting for 53.4 per cent among high school players. Strains were next, then bone injuries, and then wounds. They also found that the greatest number and highest severity of injuries occurred in the early part of practice and games. These men also found blocking to be the greatest single cause of injuries, with tackling, carrying the ball, being blocked, and being tackled following closely.

A list of football injuries is as follows: 1. Sprains. 2. Strains. 3. Bone injuries. 4. Wounds. 5. Internal injuries. 6. Bruises. 7. Dislocations.

Before an attempt can be made to eliminate football injuries, we must better understand the direct and indirect causes of these injuries. Most, if not all football injuries, can be traced to a definite cause or definite causes.

A summary of the chief causes of injuries resulting from playing football is as follows: 1. Poorly taught fundamentals, progressive skills lacking. 2. Lack of progressive conditioning. 3. Players not properly warmed up. 4. A coach's "win above all" policy. 5. Unevenly matched teams. 6. Unevenly matched players. 7. Unsafe or poor equipment. 8. Unsafe or poor facilities. 9. Lack of a definite set of rules for interschool participation. 10. Certain types of poor sportsmanship. 11. Lack of good officiating. 12. Too long a season and too many games played. 13. Medical examination lacking.

The Medical Examination

Every player should have a thorough physical and medical examination before the season starts. It is also advisable to have follow-up examinations at subsequent times during the season.

The examination for football players should include: 1. A detailed medical history, with emphasis on old injuries and past illnesses. 2. A routine examination of the various parts of the body. 3. A seven-foot plate and a stereoscopic x-ray of the chest and heart. 4. Urine analysis. 5. A blood count and differential. 6. Posture examination. 7. Special tests such as co-ordination and balance tests.

In our opinion these tests and examinations should be given before a boy does any work whatsoever in football. Also, the examination should be given by a competent physician who will take the time to be thorough.

The expense of such examinations should be paid out of the athletic funds rather than by the boys themselves.

Specific Administrative Controls

There can be small doubt that the football coach is the most important factor in the safety and welfare of his team. His attitudes, experience, training, and character have a direct bearing on accident incidence. The modern trend in football coaches is "a school-trained and responsible individual who looks upon his profession as a lifetime task for producing better and healthier young men," rather than, "win at any cost." Many coaches have become and all should become specialists in the field of safety. They should all devote many hours to the careful instruction of their players in the various fundamental skills of the sport and should give tips that will add protection in executing these skills. The more tips the coach gets across to his team, the fewer injuries there will be to mar his team's performance. A coach should always place the safety and welfare of his men above the desire to win.

There will be fewer athletic injuries, and a much healthier situation will result if the three general principles listed below are followed.

1. The community, largely through the attitude of the coach and the school's administrators, should be taught not to be too demanding of the school's athletic teams.

2. The coach's concern should be focused primarily upon the health and safety of the players under his direction.

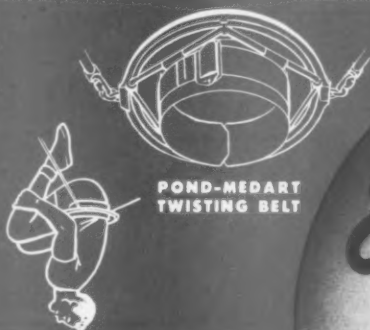
3. The school board should furnish sufficient funds for protective equipment, safe playing fields, safe bleachers, and suitable transportation to and from games.

From the standpoint of safety, we believe that a football coach should have considerable experience as a player, and at least four years as an assistant coach under the leadership

(Continued on page 52)



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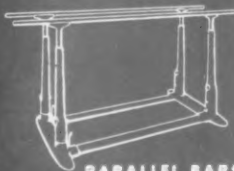
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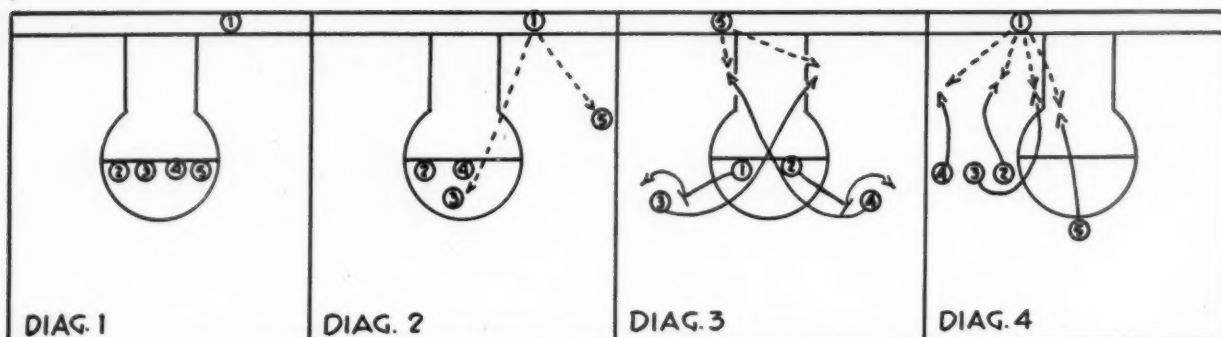
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Out-of-Bounds Plays

By JERRY McFARLAND

Basketball Coach, Pine Bluff, Arkansas, High School

MOST basketball teams in this section of the country use a switching or zone defense. The out-of-bounds play under the basket is used, for the most part, to get the ball into play without the danger of an interception. Even against these defenses it will be found that a good alert out-of-bounds play will work once, or maybe twice, in a game. In present-day basketball, a team plays eight or ten games with two points being the difference between victory and defeat. If a team can get its out-of-bounds play to work once or twice in a game, this play may mean the difference between winning or losing. If these plays do not work, a team will still be in position to go into a regular offensive pattern.

The play which is shown in Diagram 1 may be used when a team has good set shot men. Most teams will try to close up the middle, so this play may be used for a quick shot out in front. When O1 slaps the ball, the signal to start the play, O3 takes two steps backward. At the same time, O2 and O4 each take a sideward step into the position that O3 vacated. O5 breaks out to the right for a pass in case O3 cannot receive the pass. The pass from out of bounds, which

is shown in Diagram 2, is made from O1 to O3, who is the shooter.

The element of surprise is an important factor in working the play which is shown in Diagram 3. When O5 slaps the ball, the signal to break, O1 turns and screens for O3. One count later O2 screens for O4. O3 will break first because most boys are able to shoot better with their right hands than with their left. As O3 comes around, O4 comes around right behind him. The pass may be made either to O3 or O4. O1 and O2 roll off to the side for a long pass in case O3 and O4 are covered. They are also defensive men in case the ball is intercepted.

When O1 slaps the ball, the signal to start the play, O2 screens for O3 (Diagram 4). Then O3 breaks around to receive the ball from O1. After O2 screens, he rolls off toward the basket in order to receive a possible pass from O1. Then O4 breaks to the left-hand corner. O5 stands in place to receive the ball in case O2, O3, and O4 are covered. O5 may also be used as the safety man on defense.

In the play shown in Diagram 5, when O1 slaps the ball, O4 goes over and screens for O5. Then O3 screens for O2. Instead of breaking all the

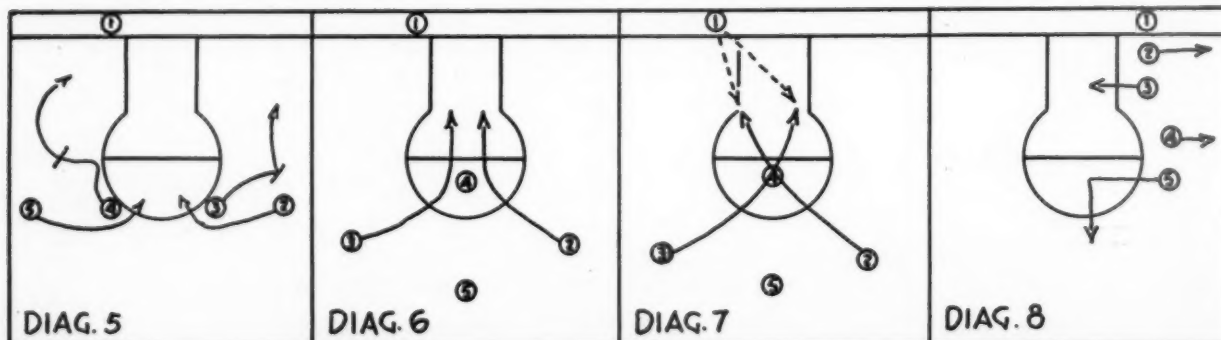
way to the basket, O5 and O2 stop at the free throw line. After O3 and O4 have screened, they both roll off toward the basket for a pass from O1. If the pass is not made to either O4 or O3, then O5 and O2 will be open for a pass or they will be ready to fall back on defense.

When O1 slaps the ball, O2 and O3, with O3 breaking first, split the post man, O4 (Diagram 6). O2 and O3 should go as close to O4 as they possibly can, in order to screen off their defensive men. If O2 and O3 are not open, the ball is passed to O5 who is the safety man on defense. The timing on this play is the most important factor. In the play shown in Diagram 7, with O2 breaking last, he should either screen his man off of O3 or O4, if the timing is close enough.

In starting the play which is shown in Diagram 8, O1 slaps the ball. Then O2 breaks to the right, O3 to the left, O4 to the right, and O5 to the left. O5 should break back toward the center line to take a long pass; if the other players are covered, O5 also acts as the safety man on defense.

We have had a great deal of luck with the side out-of-bounds play. The

(Continued on page 62)





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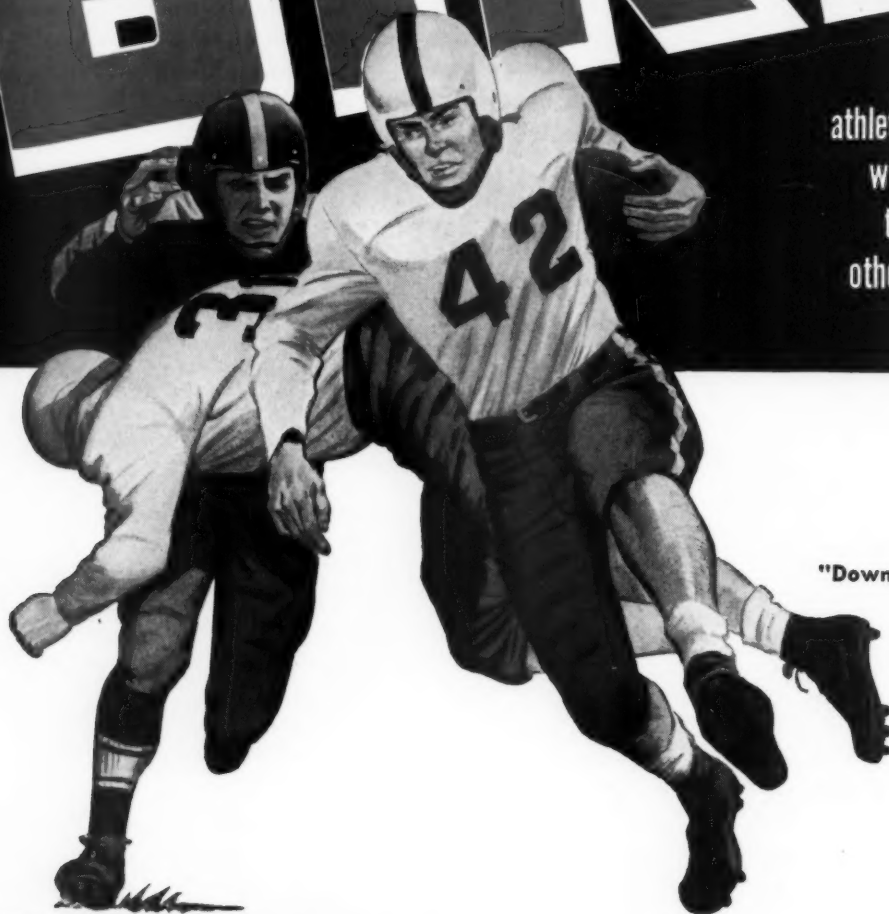
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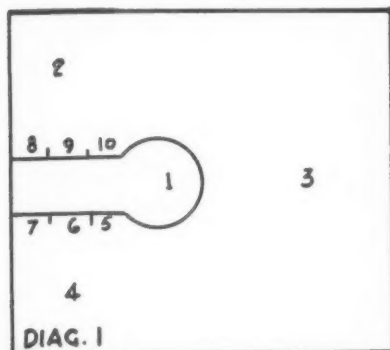
Free Throw Shooting Drill Under Game Conditions

By BOB CHAMBERS

Assistant Basketball Coach, San Antonio, Texas, Technical High School

THERE is an old saying, "There is nothing new under the sun." Therefore, we do not claim that the manner of shooting free throws which will be discussed in this article is new, but we do believe it is different. However, the coaches in this area have told us it was new to them. Also, those coaches who have used it in their practice sessions agreed it did result in added interest and gave them two phases of free throw shooting that were experienced previously only in games. These are the offensive recovery of a missed free throw, and the defensive recovery of a missed free throw.

This drill also offers two things which are not usually found in most drills. One of these is that it is a game and it is fun. The other is the close resemblance it bears to actual ball game conditions and experience.



Just which one is more important to a team depends upon the team personnel.

Before going into the details of this drill let us say, by way of explanation, that it is not intended to be the method of teaching free throw shooting, nor is it designed to replace entirely the volume of regular free throw shooting drills. The coach must still teach his boys the method of shooting he desires and believes in, until they become as nearly automatic and successful as possible. We believe, and feel that a great many basketball coaches will agree with us, that the practicing of free throws becomes drudgery before the end of the season for the majority of the squad. Even the records, percentages, etc., begin to lose value and interest.

Toward the end of the season the coach must be able to add incentive

to free throw shooting to avoid a staleness or burned out feeling among his squad members. Practically all coaches tolerate a certain amount of horse play at this time which would have been frowned upon earlier in the year. Particularly is this true, if the year is being spent in building for the next year. These facts are mentioned to point out the fun value and game feeling the boys receive and experience from this drill. We have found it particularly helpful in easing the tension the day before a tough game.

In using the drill, the squad is divided into teams, using two teams at a time or ten boys. The boys wear the school colors and appropriate colored jerseys, designating them either as members of the Red Team or the White Team. The players are set just as they are in a game, that is, the free throw pattern is used or both offense and defense are set up, depending upon the color of the jersey worn

BOB CHAMBERS served in the submarine service during the war. Following the war he played three years of varsity basketball at Trinity University, serving as captain in his senior year. His four years of coaching have been spent in junior and senior high schools in the San Antonio School System.

by the player who is on the free throw line. Most teams use a similar pattern; however, the drill will fit any setup, provided the numbering of positions is kept consistent. Diagram 1 shows the numbering of positions.

By placing the two teams as is shown in Diagram 1 we rotate clockwise as is shown in Diagram 2, and have a member of the opposing team alternating on the free throw line. Naturally, the team which has a shooter on the line is the offense and the other team is the defense.

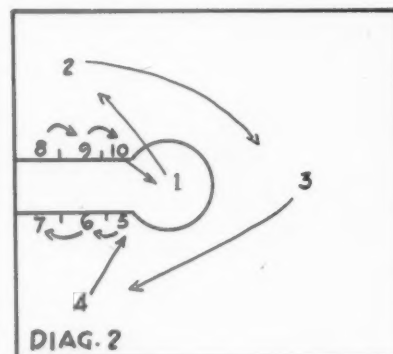
Both teams are scored according to a set of rules which were explained to the boys previously. The shooter's team receives one point for every free throw he makes. If the shooter misses his throw, the offense may score two points, provided they tip in or make a basket otherwise before the defense gains control of the ball. This method gives the offense a little advantage,

but in our opinion the offense has a slight edge in a regular basketball game when shooting a free throw.

The defense may also score, provided they are able to gain control of the ball by recovering a missed free throw, rebound, or tapping out to a teammate. This score is worth one point, but the ball must stay in bounds and be in undisputed control. Jump balls are ruled no score and the shooter again starts the action.

In the event one player fouls during the process, the opposition is given one point. By scoring both teams, competition between the teams is achieved; and it seems to us the boys who are usually just loafing, waiting for their turn on the free throw line, receive valuable defensive practice and experience.

The length of time spent on the free throw line or the number of



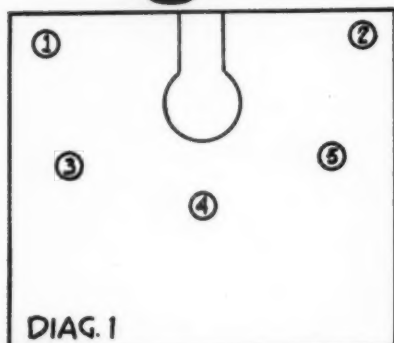
shots taken should be flexible, and we vary it as the occasion demands. In order to keep the drill as near game conditions as possible, each shooter should be limited to two free throws at any one time on the line. Very seldom does a boy get more than two throws in succession.

By using the method of rotation, each of the ten boys has a turn at each spot and one complete cycle can terminate the game. In this manner, several games can be played, or the coach can declare the number of cycles for a game before it starts. Of course, the number of games or cycles depends on how much time a coach wishes to spend on these phases of basketball in his practice session.

Originally the rotation plan was used to equalize the players so that they could be scored individually, but

(Continued on page 34)

Figure

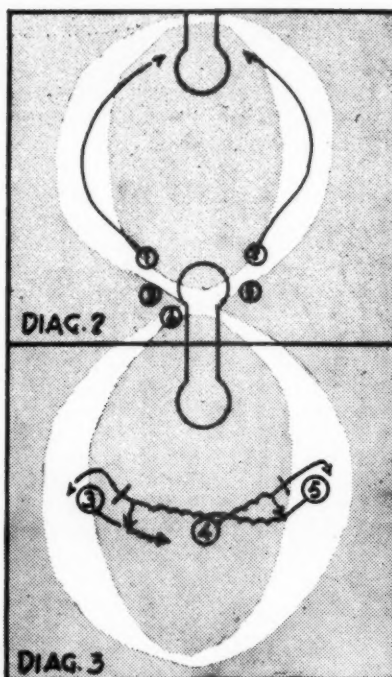


THE figure eight offense in basketball is really not a full figure eight because only three men revolve the ball, and it is usually the same three. Properly stated, it is the same three men unless a team revolves down into the corners. Revolving down into the corners may be done, but it is involved and difficult for high school boys.

This offense has a definite requirement, which can be met very well in most schools, and that is, two large men are necessary for the corners, and three smaller men are required out in front for the ball-handling. The big men should be good feeders, and good shots. The front men may be big, but they must be good ball-handlers, good shots, and able to drive for the basket. It would be a big help if a team could have a right and a left-handed corner man.

We like this offense for the following reasons: 1. Natural blocks are created. 2. One or two men are always left on defense. 3. One or two men are breaking for the basket at all times. 4. Two big corner men are always rebounding from good positions, along with the one or two men who are driving in.

The figure eight is a system that does not have play numbers, but neither is it free lance. Maybe it would be best to say that this system opens up opportunities for scoring from blocks and breaks. These blocks, however, are hard to time correctly so that they will be effective, but if this timing is achieved, excellent blocks will result. In our opinion, it is more difficult to get front men who can work these blocks correctly than it is to get men who are able to pass, shoot, and break. Of course, there is no doubt that we have trouble getting men who will break or drive



By **EUGENE HOPPER**
Basketball Coach,
Bluffs, Illinois, High School

hard for the basket and then are able to hit when they get under the basket.

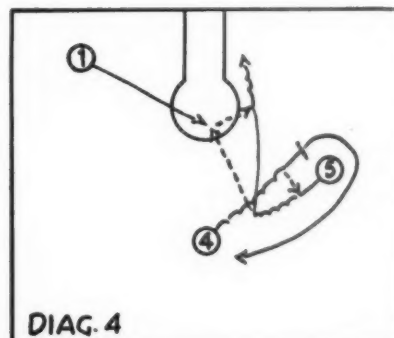
The size of the floor does not affect the system too much. If the floor is small, the play of the ball is speeded up and the blocks are more effective; but if the floor is large, the defense is spread out and the driving is more effective.

For convenience in distinguishing the men, we will number them as is shown in Diagram 1. The corner men are O1 and O2, while O3, O4, and O5 are the front men.

Usually, when a team gains possession of the ball, the first question is how to go on offense. If a long pass is not workable we have always used the method which is shown in Diagram 2 to get the ball down the floor

EUGENE HOPPER is a graduate of Illinois College and has spent eleven years coaching in Illinois high schools. Before moving to Bluffs, he was at Kincaid, where he coached Chuck Boerio, Illinois' All-American linebacker. He is a strong advocate of the Figure Eight offense which he describes in his article, and through the use of this offense has won 92 out of 108 games.

Offense



and the figure eight set up. If a basket is made by the opponents, or if we gain the ball from out of bounds, the corner men break down court as is shown in Diagram 2, and the front men bring the ball in and down court. If possession is gained through a rebound from the corner men, they pass off to the nearest front man, and drive down court, while the corner men bring the ball on down as is shown in Diagram 2. Should the rebound be made by a front man, the corner men break on down court and the front men bring the ball down. The idea is for O1 and O2 to go down the side of the floor so that, if they are clear, a fast break may be set up. If no fast break is set up, the three front men bring the ball up the floor. One of the three men may go ahead to the center of the floor, particularly if the team is not being pressed. The men who are going on down the floor help to place all of the men in correct positions for the figure eight. The man who has the ball should either receive the pass in the center or dribble there. Then he should dribble on across to either side to start the ball revolving. Most teams seem to have trouble in setting up the offense at this point.

The weaving or revolving of the ball out in front is always done in the same manner. The ball may be dribbled from the center to either side. Dribbling should be done well out in the court in order to spread out the defense and to give the offense room to operate. The man to whom the ball is dribbled, meets the dribbler about two strides from the side of the court, and then dribbles across to the third front man, who reacts the same as the second man. Play could have started the other way just as well. The purpose of

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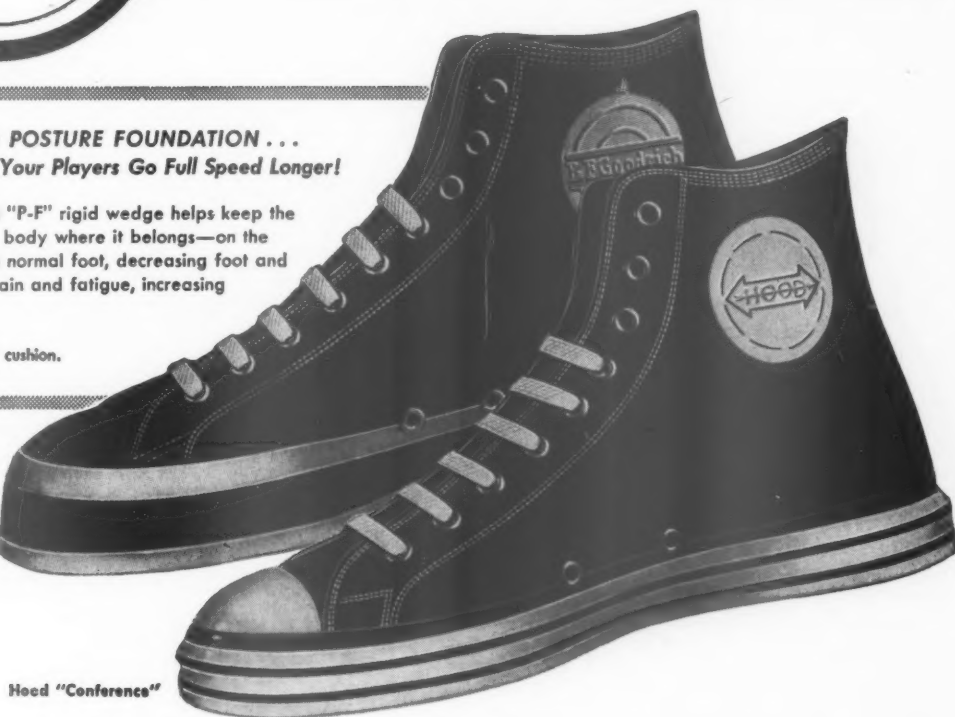
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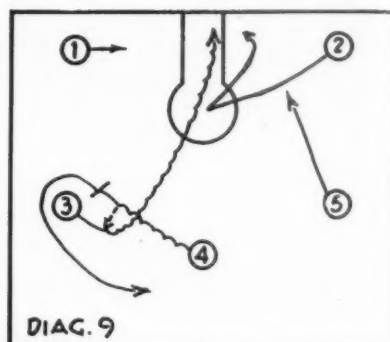
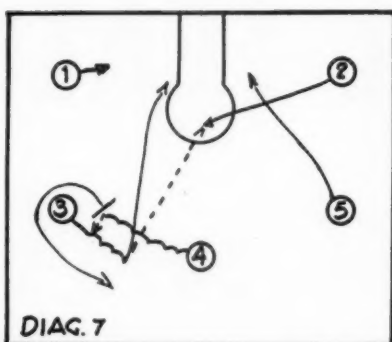
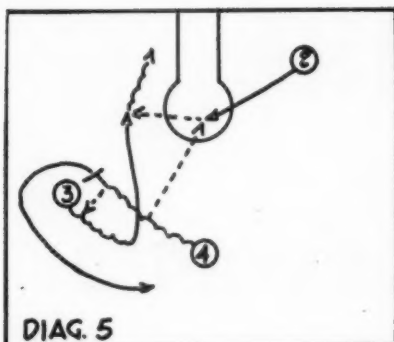
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the meeting of the dribbler and the man to whom the ball has been dribbled is to lead the defensive man into the dribbler after he stops. If this defensive man is not led into the dribbler, he must switch men and leave himself wide open for the ball-carrier to go in the open, rather than hand off. As the dribbler hands off, assuming that he does, he stops so that the defensive man is led into him to create a natural screen. This screen allows the man who is receiving the ball an open chance to feed to the corner man, if he breaks out open, or to drive in.

In the play which is shown in Diagram 3, O4 dribbles over to meet O5, passes to O5, and stops to screen O5's defensive man. O5, after receiving the ball, dribbles over to meet O3, passes to O3, and stops to screen O3's defensive man. O3 then dribbles over to O4, etc. This may go on until a corner man opens up, or until a front man has a chance to drive in or shoot. The ball should be passed to the corner man, if he gets open, because it is a waste of time and energy to keep revolving the ball without trying to go in to score.

Because the timing of the corner man in breaking out into the free throw circle is very important, he must come out open and at just the right time. The play which is shown in Diagram 4 will help to show when the corner man, O1, should break out. As O5 starts to move toward O1, that is, starts to move toward the center

of the floor, O1 should break out into the free throw circle. The play shown in Diagram 5 is the same as the one shown in Diagram 4, but it is run from the other side of the court. O3 dribbles across toward the center. Then O2 breaks toward the free throw circle as O3 moves toward him.

As the ball is dribbled from the side toward them, the corner men always break out. If the corner man is not open, the dribbler takes the ball on across to the side, and the corner man goes back into the corner. These corner men continue to break out each time that the ball moves toward them, until one of them finally gets open. A corner man, when the ball is passed into him, has six choices: he may pass back to the man who passed to him as he breaks by; he may pass to the opposite side man who is breaking in; he may shoot a hook shot; he may dribble in after the guards break by; he may feed off to the other corner man; or he may pass back out to the other front man who has gone on defense. In all cases, except the last, the corner man goes in to rebound.

In the figure eight offense the front men will always have at least one man on defense and two men breaking in. The man who has just dribbled the ball to the side and has stayed there, will be the man to go on defense, if the ball is passed in. This man moves to the center of the floor.

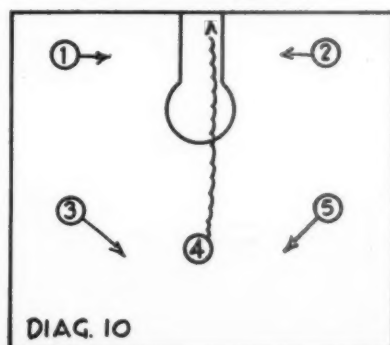
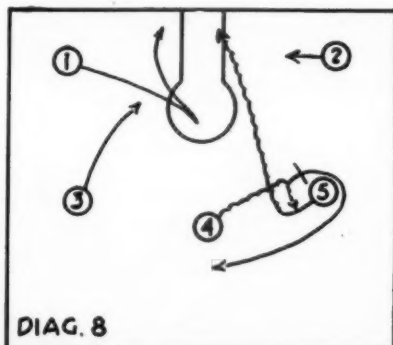
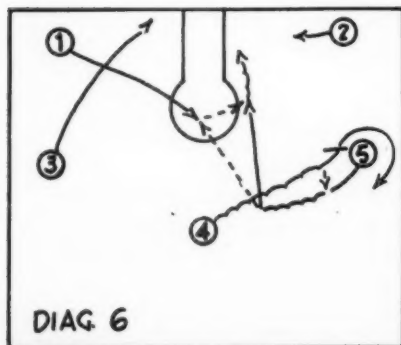
In the play which is shown in Dia-

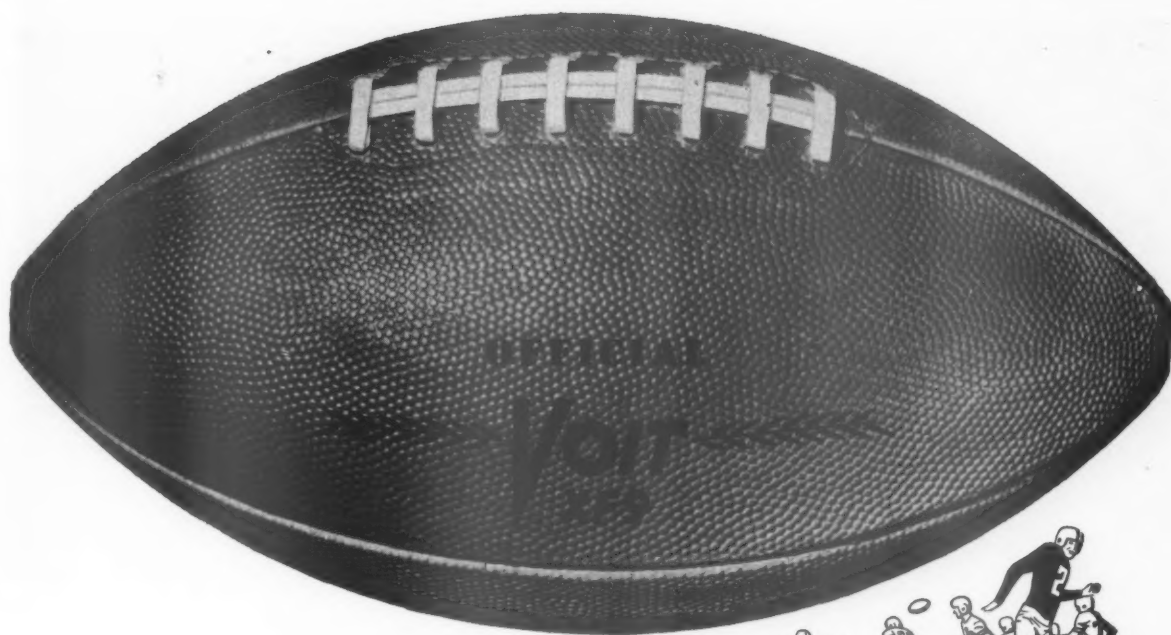
gram 6, O4 dribbles to O5, passes to O5, and stops to screen O5's defensive man. Then O5 starts to dribble to O3, but whips the ball into O1, who has broken out into the free throw circle. O1 may then pass to O5 who is breaking in from the side the ball has been passed from, or to O3, who has cut in from the other side. Then O4 goes to the center of the court for defense. O1 goes into the rebound after the guards have cut by. O2 will also rebound, but he could receive a pass from either O1, O3 or O5. Then O1 may shoot or dribble in after O3 and O5 have cut by.

O4 starts the play which is shown in Diagram 7 by dribbling over to O3. O4 hands off to O3, then stops, and screens O3's defensive man. Then O3 starts to dribble toward O5, but as O2 breaks out to the free throw circle and is open, O3 breaks by on that side for a return pass or a possible return pass. O5 also breaks by on the other side for a possible pass. If the ball is passed in, O4 moves out to the center for defense. O2 may take his choice of the play which was described in Diagram 6. If O2 passes in, he must go in to rebound.

The play which is shown in Diagram 8 starts the same as the play shown in Diagram 6, but as O5 gets the ball he drives in by O1 for a lay-up or a feed-off to his corner man. It may be easier for O5 to feed off to the opposite corner man, O1. Then O1, O2, and O3 go into the rebound

(Continued on page 56)





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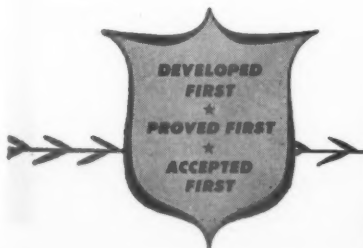
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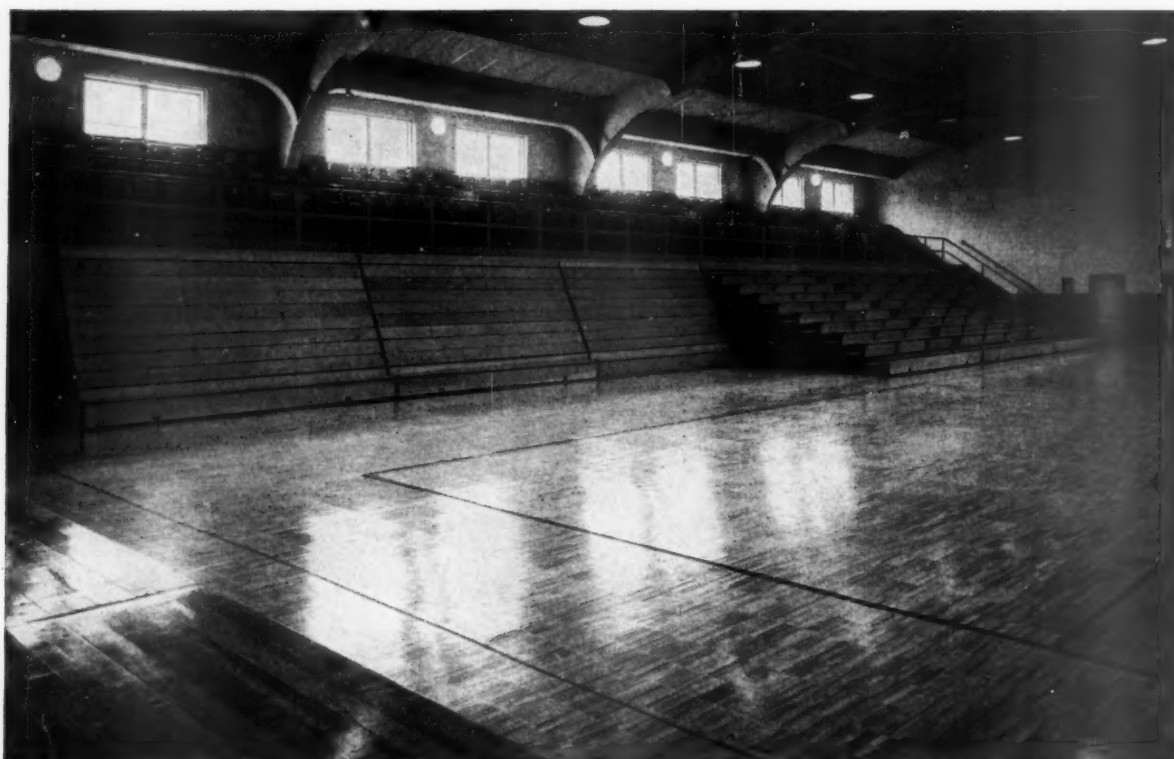
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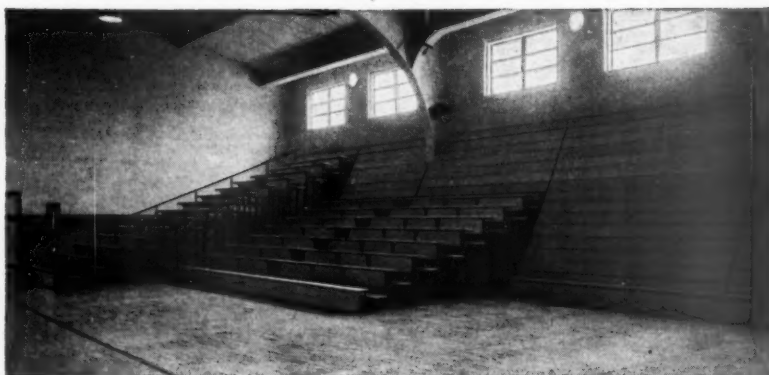
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Form Analysis of Our Olympic High Jumpers

By **FRANK ANDERSON**

Track Coach, Texas A. & M. College Station, Texas

IN this form analysis, we will try to point out the good and bad points of our three Olympic high jumpers. Weisner, the stylist of the three, used an advanced type of the straddle form, and used it more economically than most jumpers who use this preferred form. Davis and Betton used the Western form of high jumping, and since both jumpers are relatively inexperienced, they still have room for improvement.

Because the illustrations of the three jumpers do not show the earlier steps of the run, it may be well to point out the fact that jumpers use the part of the approach, which is not illustrated, to pick up momentum, to get a relaxed or an extended muscle feeling by running tall, and to get a feeling of rhythm or mental readiness for the jump that is to follow. There are as many styles as there are jumpers in these approach variations.

For the purpose of this discussion, we will begin with Walter Davis, the Olympic champion. Davis came to Texas A. & M. as a basketball player and later turned out to be an All-American in that sport. His basketball activities kept him busy each year until March, and our outdoor track meets were under way before he reported for track each year.

Davis did little or no jumping as a freshman. In his sophomore year, Davis tried to copy the form of our jumper, Donald Graves, who could do 6 feet, 5 inches, using the straddle, but his long legs were too much for him to handle, so Davis changed to the Western form. Since Davis was trying to compete and learn at the same time, very little was accomplished, and he failed to place in the conference meet that year. In his junior year, Davis, more or less by accident, had a good day while experimenting with a strange mixture of the high jump and broad jump. His form looked terrible to us, and although he was inconsistent, he won the Texas Relays with a jump of 6 feet, 9 inches.

After the track season was over that spring, and during the summer before Davis registered for his senior year, we had a chance to get together a few times and he learned a very nice West-



WALTER DAVIS





ern form over the bar. Davis still has room for a number of improvements, and we expect him to jump over 7 feet as soon as he can master a more diving type of jump, which he can do by coming up to the bar at an angle of 30 degrees or thereabouts. This approach will bring him closer to the bar in his take-off, and will aid in the diving jump.

The first illustration of Davis, which shows him in his 50 degree angle of approach near the completion of his next to the last step before the take-off, indicates that he has considerable drive. This speed and angle have a good bit to do with his relatively distant take-off of 4 feet, 9 inches from the line of the jump.

Illustration 2 shows the body gather or crouch as Davis goes into the last stride.

Illustrations 3 and 4 show his left foot plant for the take-off. The latter illustration shows that Davis' weight has been shifted to the left and above his take-off foot. Davis' left knee is flexed, his left foot is flat on the ground so that a more powerful drive of the large muscles of his leg can be delivered to start his body upward.

Illustration 5 shows an excellent leg, body, and arm lift which is culminated in a good example of foot spring. Attention is called here to the distance, as is obvious on the ground, of his take-off. Davis can take off 3 feet from the bar if he approaches nearly parallel to the bar, but he cannot feel right in that approach. His best height is very often short of the bar. He has tried to move starting point and check marks up closer and has been able to get 15 inches closer to the bar during the past year. When he is able to dive more, he will be able to come in at a lesser angle and thus take off closer to the bar.

Illustrations 6, 7 and 8 show an extension of Davis' right knee in the right leg swing over the bar, and the thrust of his arms and head forward in getting a layout over the bar.

Illustration 9 shows the action above the bar. Davis' left knee has come forward, passing closely under his right thigh, with his left ankle very properly striking his right thigh above the knee. This position gives his lower leg its maximum elevation and helps to drive his hip upward. It is at this point that the near 5 foot take-off gets Davis into trouble. Very often his descent is under way, and his turn is too far advanced before he has cleared the bar.

KEN WEISNER

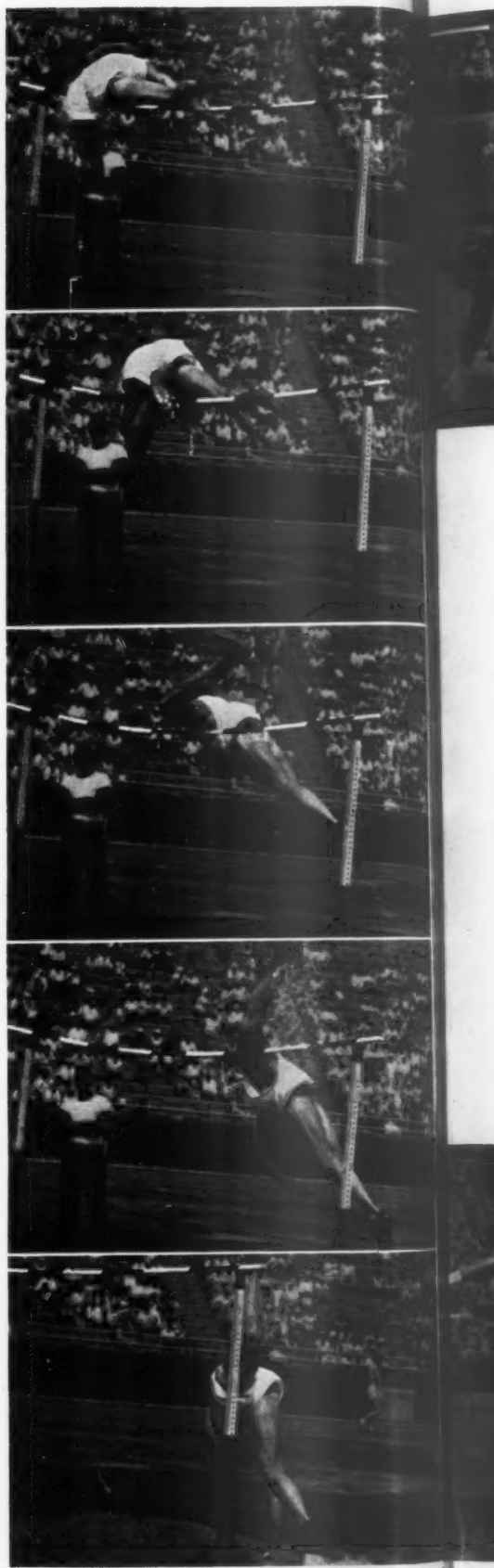




Illustration 10 shows Davis after he has cleared the bar in what appears to be a fairly desirable diving position. However, if we had a picture of his landing, we would find that his legs are coming around fast, and that by the time he lands in the pit, his feet will be at some greater distance from the line of the jump than are his head and hands. To get the benefit of a dive, the jumper must curl over the bar and come down head first. This can be done in varying degrees by using either the Western or the straddle form. In our opinion, the hands should be the first part of the body to land, and the more they lead, the better.

Ken Weisner is a straddle form high jumper who is a graduate in more ways than one in his event. He uses a diving type of jump in combination with this form, which enables him to keep the center of gravity as low as is possible while passing over the bar. If a jumper can improve on the form of Weisner, it will be because he can accomplish a better inverted U while clearing the bar. While the straddle form may be more difficult to co-ordi-

nate, in our opinion, it has more possibilities.

Illustrations 1 and 2 show Weisner in an excellent body balance and gather in going into the take-off. His head is up, his arms are low, his knees are flexed, and a compressed spring glide will carry him to the point of

FRANK ANDERSON has been track coach at Texas A. & M. since 1920, except for a few years of army duty. During that time A. & M. has been a consistent track power in the track-conscious Southwest. He just returned from Helsinki, where in addition to watching his boy, Walter Davis, win the high jump, he saw Darrow Hooper from his squad take second place in the shot put.

take-off. Weisner's angle of approach is much less than that of Davis and his take-off appears to be less than 3 feet from the line of the jump as is

ARNOLD BETTON

shown in Illustration 3. Prior to the lift, the weight of Weisner's body is shifted to the left and over the take-off foot. Weisner's angle of departure is much steeper than that of Davis.

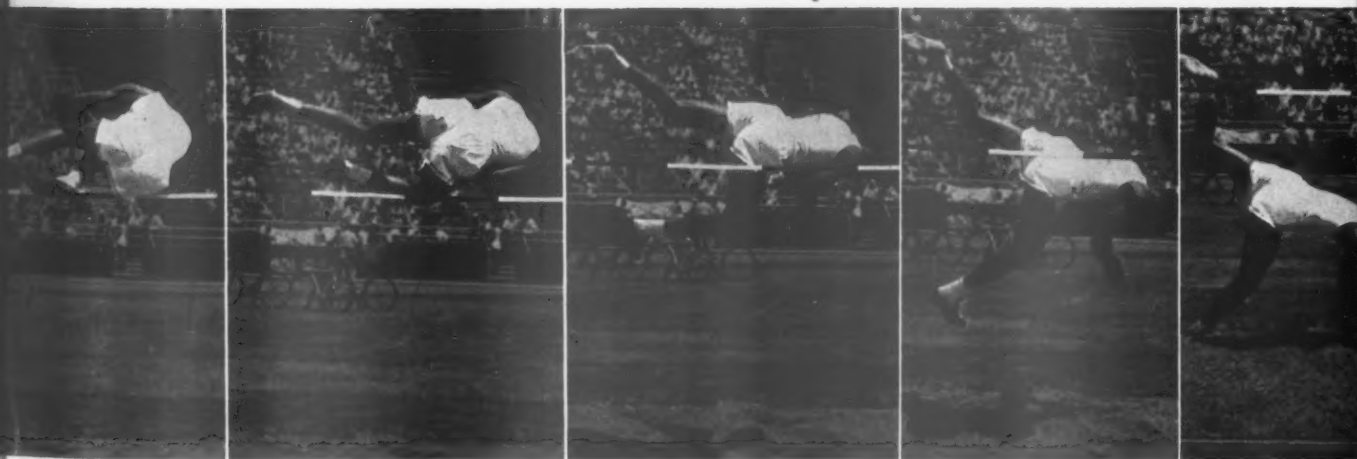
Illustration 4 shows Weisner at the completion of the body lift and spring, and at the beginning of the diving layout and turn. Whereas, the lower arm of the Western jumper would go over ahead of his body, Weisner tucks his lower arm against the left side of his body until it has cleared the bar.

Illustration 5 shows action very similar to the Western form except for the left arm.

Illustration 6 shows Weisner approaching the layout over the bar.

Illustrations 7 and 8 show a nice layout over the bar. Weisner's head is going downward and a large open V position is maintained between his thighs. This position enables Weisner to bring his forward leg downward and have time to lift his trailing, low, follow-up leg, before it comes to the bar. Inclining the body sharply

(Continued on page 46)



Free Throw Shooting Drill

(Continued from page 25)

for the benefit of the team, individual scoring was dropped in an effort to make the boys conscious of the importance of their teammates at the various positions. There are several reasons for rotating in this drill; first of all, it makes the game equal for both teams; secondly, it provides a change for the boys. Certainly no one is going to put his big boy, if he has one, away from the rebound area in competition; but this drill will provide an excellent opportunity to let that boy see and experience the importance of all positions on the team, not just his own. Then too, this brief change and constant changing of positions may be the thing the boys need to keep them interested. The ball-handling which develops after a missed free throw is also of importance both offensively and defensively.

Regarding ball-handling, we have found that the offense will cut down on wild tosses at the basket which us-

ually occur after a missed free throw. Instead of throwing away possession of the ball they are setting up and trying for a decent shot.

One obvious fault in this drill must be pointed out, and that is the attempt of some of the boys to gamble on two points for their team and purposely miss the free throw. This fact is readily noticed by the coach, and a few words of explanation to the squad will correct the fault. By explaining that

the drill is intended to give them practice under game conditions, and that the coach does not want them missing free throws for the somewhat doubtful chance of getting a tip in during the game, will usually stop the practice.

We certainly hope no one has received the impression that this is a complicated drill for it is not. In fact, our team manager usually does the scoring for us, while an idle squad member acts as an official to call the personal fouls that may occur. Thus, the coach is left free to check the positions he wants his players in, or to work individually with other players at the other end of the court.

Trampoline Stunts

(Continued from page 15)

may set up dangerous consequences.

Following are suggested trampolining procedures. The stunts are those which are thought to be elementary, yet exciting and interesting enough to challenge the beginner.

Feet Bounce: 1. The trampolinist's feet should be spread a comfortable distance apart — a foot to a foot and a half. His feet should extend downward on the take-off and come together in the air. 2. His knees should



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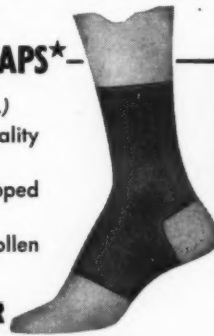
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be flexed on the landing and extended on the take-off. 3. His body should be erect and his abdominal muscles should be held firm. 4. The trampolinist's head or neck should be permitted to move forward and downward when landing and taking off. 5. His eyes should look downward, also outward and sideward, using peripheral vision. A roving look is necessary to keep the trampolinist informed as to his location. His eyes should be cast downward for landings and should never be shut. 6. The trampolinist's arms should be held side-forwards, his elbows should be bent, creating simultaneous outward circles, in order to have his arms down for the landing and ready to lift for the take-off. Balance is maintained for the trampolinist by his arms. His arms are held upward momentarily at the height of the bounce. 7. All of the movements require neuro-muscular co-ordination. This co-ordination is acquired through practice which develops a kinesthetic sense or "know-how" for the trampolinist.

In the Seat Drop, (Series B), the trampolinist should: 1. Flex his hips while in the air, to a right angle, and spread his legs for landing. 2. Lean forward somewhat to put the center of his weight slightly in front of his hips. This permits an easy rise to his feet again. 3. His arms should be extended side-backward, and his hands should be placed on the bed, with his fingers pointing straight ahead. His arms should lift again for the take-off.

For the Seat Drop Half Twist to Seat Drop (Swivel Hips), (Series C), the student should: 1. Land in the seat drop position. 2. As the take-off is executed, he should give a vigorous shove forward, sideward, and upward with his hands, and twist his body in the direction of the turn. The more erect one becomes by thrusting his legs backward, the easier the twist is to execute. 3. He should raise his legs to a right angle for the seat drop. His legs should be spread for lateral balance.

In the Knee Drop, (Series D), the movements should be as follows: 1. The trampolinist's knees should be flexed during the descent. 2. His toes should be pointed backward, and the landing should be on his toes and in-step. 3. His back and abdominal muscles should be held firm. 4. The trampolinist's arms should be down on the landing, prepared to lift for the take-off. The danger of a back-whip is present if his body is not held rigid.

In the Front Drop, (Series E), the trampolinist should: 1. On the take-



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off, his hips should be raised and his body bent forward. 2. His legs should be raised and extended backward to assume a horizontal position. 3. A cupped or semi-jackknife position should be maintained until just before landing. 4. His hips should contact the bed where his feet were on the take-off. This contact prevents his diving forward. 5. The contact points should be his hands, forearms, chest, abdomen, and thighs — not his feet. 6. His arms should be wider than his shoulders on landing. 7. When landing, he should look down, not out. 8. He should press his arms vigorously downward, raising his head and chest, and swing his hips and legs forward to regain his feet. This stunt may be learned from the hands and knees first, and the knee drop should be learned before the front drop is attempted from his feet.

The Back Drop, (Series F), should be learned from the seat drop and then from the stand. 1. The student should raise or lift his legs semi-flexed as height is reached. He should not throw his legs backward, but should grasp them to bind his body together at the hips. 2. His chin should be forward. 3. The trampolinist's hips should be raised to permit his back to be horizontal for landing.

He should land between his shoulders and buttocks. 4. His hips should be extended and his legs released for straightening just preceding the lowest depth of the bed. The greater the arch of his body, the easier it will be for him to regain the standing position.

The Bent Dive, (Series G), shows the beginning of forward somersault instruction and should be learned from the stand. 1. The student should make the take-off with his hips slightly flexed, and his upper body leaning slightly forward. 2. His hips should be raised or lifted upward. 3. His arms should be thrown downward, thus a pike or tuck position is attained. 4. The trampolinist's head should drive down and under. He can slow the turn by holding his head up longer. 5. Contact is made with the bed from his shoulders to his buttocks. 6. Then his hands should be released, preparatory to regaining his feet.

In the Back Turn Over, (Cannon Ball), (Series H), the movements should be as follows: 1. A tuck or pike position is attained on the take-off and held throughout the landing. 2. The landing on the buttocks, or on the buttocks and heels should be made at the same place the feet were for the take-off. 3. The student should

roll strongly to the rear, pulling his legs and throwing his head backward. He should maintain the tuck or pike position until he is well over on the stunt. 4. If a stunt is going to be short, then the use of the hands as protectors is recommended.

The Front Dive — One-Half Twist To Back Drop, (Series I). 1. The take-off should be the same as it is for a swan dive. 2. The trampolinist should add one-half twist as the top of the dive is attained. This twist should be executed by turning his head, shoulders, and hips. 3. His hips should be flexed slowly to put his back in a horizontal position. 4. Contact should be made from his buttocks to his shoulders, with his hands grasping his legs to aid in the maintenance of the pike position. 5. He should release his hands and arch his back as the bounce is received from the trampoline. 6. The student should regain his feet with his arms out for balance, and ready to lift for a continuance of the action.

In the Back Drop One-Half Twist To Back Drop, (Cradle), (Series J), the student should: 1. From the back drop take-off, start a vigorous return to his feet. 2. He should add one-half twist as the height of the stunt is attained. 3. The twist should be exe-

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cuted again by throwing his arms, head, shoulders, and hips to the side toward which the twist is desired. 4. His hips should be flexed to right angles in preparation for the next back drop. 5. His hands should grasp his legs in semi-pike or tuck position for support during the back drop. 6. The trampolinist should finish by shooting a high arch for a return to his feet.

In the Turntable, (Series K), the trampolinist should: 1. Land in a front drop. 2. On the take-off he should push sideward and upward with his hands, thus creating a side-ward spin. 3. His hands should grab his knees to assume a tuck position to increase the speed of the turn or spin. 4. He should release his hands to stop the spin. 5. The trampolinist should land in the front drop position.

For the Back Jackknife Half Twist To Front Drop, (Series L), the student should: 1. On the take-off start the execution of a one-half twist. 2. He should raise his hips for the jackknife position. 3. He should open slowly for the front drop landing. 4. He should press his arms, raise his chest, and swing his legs forward to regain his feet.

Variations

Some variations of the elementary trampoline stunts are as follows:

1. Bouncing and grabbing tuck, pike, toe touching, half twisting, full twisting, alternating twists in opposite directions.

2. Seat drop to half twist to feet, to full twist to feet, to full twist to seat, to front drop to back drop.

3. Swivel hips in "swing time," (one after the other), in opposite directions alternately.

4. Knee drop to all the variations mentioned in No. 2.

5. Front drop to seat drop, to knee drop, to back drop, to half twist and back drop, to full twist and front drop.

6. Back drop to half and full twist to feet, to full twist to back drop, to half twist to front drop.

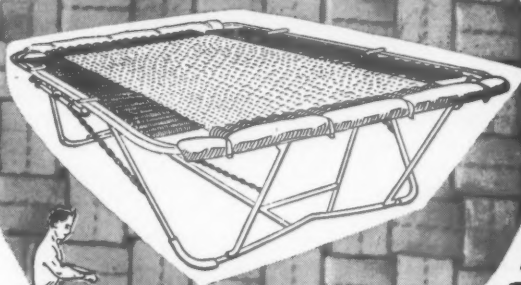
7. Bent dive to bent dive, to half twist to feet, to half twist to back pull over to seat drop.

8. Back turn over to front drop, (not all the way over to the feet), to half twist after assuming horizontal front drop position in the air, thus landing on the back in the back drop position.

9. Cradle to back pull over, to back pull over, and half twist.

10. Turntable in "swing time" in alternate directions.

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Teaching Football to Gymnasium Classes

By HAROLD J. PARKER

Assistant Professor, The City College, New York City

EVERY teen-age boy wants to play football. Five years ago we would have refused to believe such a statement, but in the light of our experience during six years of teaching real football to gymnasium classes, we not only believe the statement, but can supply the statistics to prove it. Furthermore, we have also proved that it is feasible to teach football in regular gymnasium classes, and it is possible, under certain conditions, to play the game in safety without elaborate uniforms.

The idea of gymnasium class football was suggested to us by our department head, Dr. Frank S. Lloyd, in 1946. Frankly, at the time, we thought it most impractical, but consented to conduct a few experimental classes as part of a plan to expand our entire program of required physical education.

We had been offering the following activities: apparatus gymnastics, tumbling, swimming, boxing, wrestling, track and field activities, and games. In the games program were included one or more of such activities as soccer, touch football, softball, speed ball, and volleyball. In each such case, however, the game was presented in a most informal manner, stressing recreation. The team line-ups were usually selected at random each time the class met and there was little or no serious instruction. The classes met twice each week with approximately 35 minutes of each period available for instruction, and not more than one-half of a semester was allotted to any one activity. It is easy to see why football had never been attempted.

In beginning the football program we were confronted with a variety of problems, some of which had been anticipated and many which had not. These problems might be summarized as to time limitations, injury hazard, restricted playing area, and the wide variations in football aptitudes among our students. On the other hand, we encountered one exceedingly helpful factor which had not been foreseen. To our surprise all of the members of the experimental groups were most enthusiastic about football. This was

unexpected since the sport was initiated during the winter when the principal athletic interest was basketball. This enthusiasm was a major factor in enabling us to overcome the difficulties in making so unwieldy a sport available to a gymnasium class.

The limited time available, compared with the average extra-curricular football program, was the first hurdle. To surmount it we reduced football techniques to what seemed to be the essential minimum. Notwithstanding, the first class was not ready for scrimmage until the next to the last meeting. Despite the fact that the boys were well-pleased with this

DR. Harold J. Parker has had a long career in both coaching and physical education at C.C.N.Y. Twice he picked up the football reins at the large New York City institution. He has authored the book "Football For All" and in both the book and this article he discusses the game of football from both the coach's and physical education instructor's viewpoints.

new activity, the instructors were far from satisfied. We felt that the boys should have more opportunity to play the game in teams because that is the only way we could teach football's greatest lesson, the importance of teamwork.

A great deal of study and experimentation covering all aspects of the program were necessary. Some instruction which had seemed essential was discarded, and less time was devoted to drill in the basic skills. To our surprise there was little or no loss in the end result. The most effective phrasing of instructions was a matter for study, because it was often found that the commonly accepted language of the football team did not make sense to students who were not familiar with its vocabulary. Alterations in routine and organization also enabled us to save time. Many unique methods of mass instruction were developed, starting at the lowest level

and progressing rapidly to semi-advanced team play.

To begin, we capitalized on the eagerness of the boys by establishing a "no-walking" rule. This meant that each time a member of the class moved from one spot to another he must run; "run or stand still" was our rule for the entire period. It was amazing to see how much this speeded up the program; we were able to accomplish 10 to 15 per cent more in the same time.

In teaching the skills of blocking and tackling, our initial ideas, which were adaptations of methods commonly used in varsity programs, were discarded. Instead, each skill was analyzed, broken down into its component parts, and taught as a mass drill. The entire class learned at the same time. Therefore, there was no waiting in line for the boys to take turns as had been the case previously. Contact practice in these skills was also intensified. The use of dummies was stopped, thus eliminating the usual line of those waiting turns. Wasted time was also avoided while the dummies were replaced after each block or tackle. Instead, the boys selected buddies for practice purposes. Then they took turns blocking or tackling each other, all working at the same time, and the instructor would circulate through the group giving individual instruction. At the same time the boys were being automatically conditioned for the harder play which was to come.

We also decided that matters would be speeded up if we taught one of the plays, with signals, during the third lesson rather than during the sixth. Introducing elementary teamwork earlier in the course helped the boys considerably. The first play was taught by means of a ball-handling drill for which specialists in the positions of quarterback and center were needed. Our search for quarterbacks started the first time the class met.

It is our custom at the first class to brief the boys on the program and announce that, as far as possible, each one may try out for whatever position he wishes. The fact that the various positions on the team vary greatly as to the talent necessary to fulfill their requirements is emphasized. Furthermore, it is stated that an assignment to a definite position on a team is to be considered as a project in offensive and defensive football, and the final grades will be influenced by the level of the project. Then we start by teaching the offensive charge, with signals, the instructor calling the signals. After two or three starts quarter-

(Continued on page 44)

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Line Rule Blocking Versus the Changing Defense

By **JOE VERDUCCI**
Director of Athletics, San Francisco State College

Center

8-9 Hole Block

1. If there is no man in front, check the first man to off-side on the line for one count, then go through for the off-side linebacker.
(Note: Against an eight-man line, stay with the first man to off-side on the line).
2. If there is a man in front, check two counts, go through, and take the closest linebacker ahead or to off-side.

6-7 Hole Block

1. If there is no man in front, go through for the on-side halfback.
2. If there is a man in front, take him away from the hole.
(Note: On an "O" block, with no man in front, check the first man to the off-side of the line for one count, then go through for the off-side linebacker).

2-3 Hole Quick

1. If there is no man in front, go through for the on-side linebacker.
(Note: Against an eight-man line, go through for the on-side halfback).
2. If there is a man in front, take him away from the hole.

2-3 Hole Trap

1. If there is no man in front, block the first man on the line to the off-side for one count, and go for the off-side linebacker.
2. If there is a man in front, post block with the on-side guard.
(Note: Against an eight-man line there is no linebacker, so stay with the first man to off-side).

0-1 Hole Trap

1. If there is no man in front, go through for the on-side linebacker with him.
2. If there is a man in front, post block with the on-side guard.

On-Side End

8-9 Hole Block

1. If there is no man in front, take the on-side linebacker.
2. If there is a man in front, take him in.

6-7 Hole Block

1. (Rule: If there is a man in front of the end, the hole moves in one).
1. Block the first man to the inside on the line of scrimmage. Never take the man who is dead ahead.
(Note: Against a four and a wide six, consider the linebacker as the first man to the inside on the line of scrimmage).

2-3 Hole Quick

1. (In any defense with a man in front of the on-side tackle, the quick becomes an outside veer).
1. If there is no man in front, go through for the defensive back.
(Note: Against a five, take the linebacker).
2. If there is a man in front, take him away from the hole; if there is also a man in front of the tackle, the play becomes an outside veer so take the man either in or out depending on his position.

2-3 Hole Trap and 0-1 Hole Trap

1. If there is no man in front, take the on-side linebacker.
2. If there is a man in front, take him out.

0-1 Hole Trap

1. (This will automatically become a 2-3 hole trap play against either a five or seven-man defensive line).

Off-Side End

All holes:

1. If there is a man in front, or in the gap, go through inside of him whenever possible and align with the lane.
2. If there is no man in either of the above positions, go inside the off-side linebacker and align with the lane.
(Note: 1. Never run by a corner linebacker. 2. On a 2-3 hole trap and an 0-1 trap, reverse shoulder block the man in the gap for two counts, and then align with the lane. 3. On a 2-3 hole quick, align with the lane immediately. 4. On 8-9 hole plays, tighten slightly).

On-Side Tackle

8-9 Hole Block

1. If there is a man in the gap to the outside or in front, check one count and align with the lane.
2. If there is no man in either of the above positions, align with the lane.

6-7 Hole Block

1. If there is a man in front of the guard, take him in.
2. If there is no man in front of the guard, block the middle backer-up.

2-3 Hole Quick

1. (Rule: In any defense with a man in front of the tackle, the quick becomes an outside veer).
1. If there is no man in front, cross with the guard and take the first man on the line to the inside.
2. If there is a man in front, take him in away from the hole.

2-3 Hole Trap

1. If there is a man in front of the guard, lead block with the guard.
2. If there is no man in front of the guard, go through and block the middle backer-up.
(Note: If there is a man in front, pinching, fake an inside shoulder block).

0-1 Hole Trap

1. (This will automatically become a 2-3 hole trap against either a five or seven-man defense).
1. If there is a man in front of the guard, go through and take the closest off-side linebacker.
(Note: Against an eight-man line there are no linebackers so take the off-side halfback).

Off-Side Tackle

On all holes except the 2-3 Quick and the 6-7 Hole:

1. If there is no man in front, fill block on the first man to the inside.
(Note: On the 2-3 quick and the 6-7, go through and align with the lane).
2. If there is a man in front, or in inside the gap, check and align with the lane.
(Note: On quicks, go inside the man and align with the lane immediately).

SOME of the objectives of rule blocking are as follows:

We operate under the basic assumption that blocking a man in front, in or out, when the ball crosses the line of scrimmage at that point, is too hard a block to depend upon consistently for yardage. Therefore, in this system we are not asking any lineman to attempt such a block. We always strive

8 6 4 2 0 1 3 5 7 9

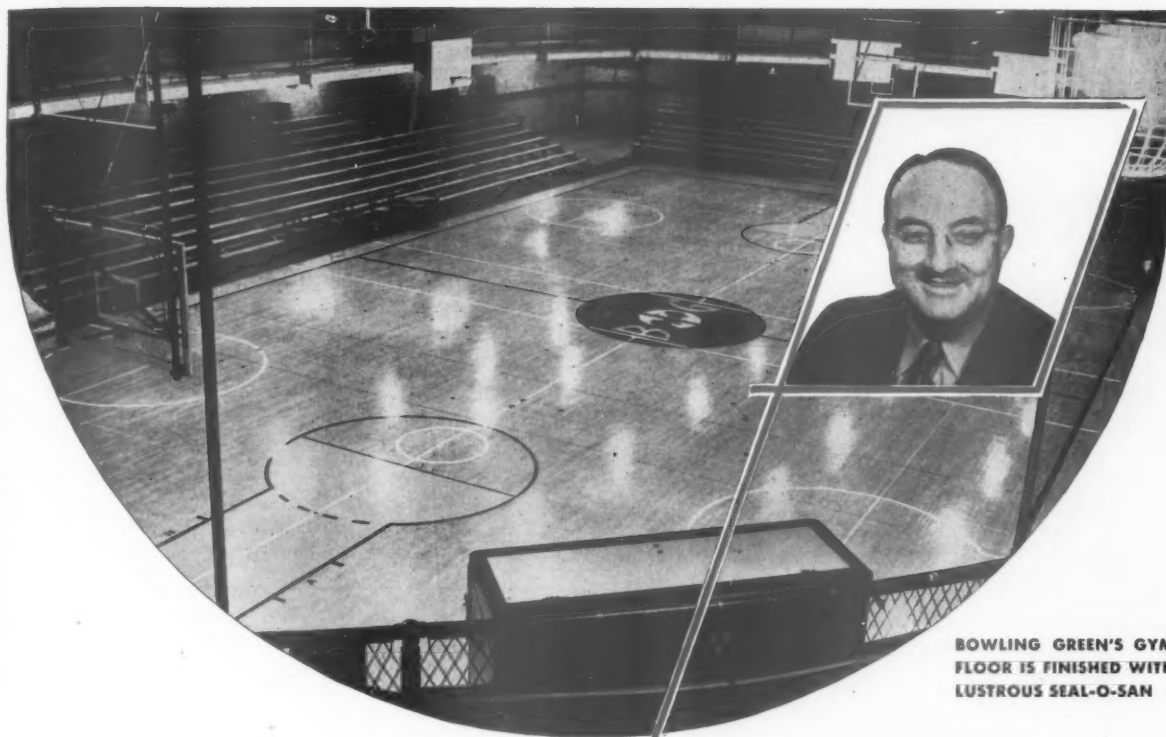
DIAG. 1

for angle blocking. Diagram 1 shows our numbering system for offensive holes.

This system means that against a certain defense we will block up each hole in one certain manner. We may, however, hit that same hole with a variety of offensive backfield maneuvers. For instance, on our sweeps to the right, our linemen learn only the rules. Our backs, however, will hit around the end with six or seven backfield maneuvers, but the blocking in the line is standard should we meet any single defense.

In this system it will not be necessary for the quarterback to call out the defensive line. All the quarterback must do is to check to see the alignment at the point of contact and then by code he calls the change. Ac-

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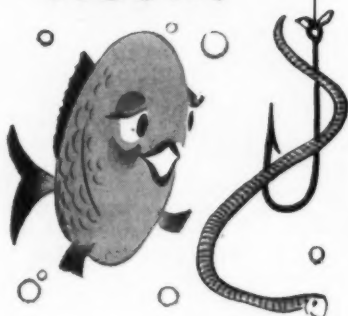
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tually, the call is not necessary for the linemen, but is used mainly for the backs since the line is blocking according to the rule.

Most important of all, we think we have taken the confusion out of the minds of our linemen, because we have given them only two, or at the most three things to learn on each type of play; whereas, if they were not blocking by rules, they would have to learn an assignment against all possible defenses. These rules proved effective against the following defenses: tight six, wide six, over-shifted six, five, seven, eight and four-man lines.

As an example, then, let us use the on-side end's assignment on a nine hole sweep. As he comes out of the huddle, the on-side end has only two things to think about: 1. If there is a man in front, the end takes him.

Guards. 1. If there is a man in front, the guard pulls out and takes the first man outside of our tackle. 2. If there is no man in front, the guard takes the first man on the line of scrimmage to the outside.

Center. 1. If there is a man in front, the center takes him. 2. If there is no man in front, the center post blocks on the line of scrimmage.

The on-side halfback takes the defensive end to the on-side. The fullback is the general protector. When a near back is released, the fullback takes the on-side end. All passes are thrown on a five or seven count. Against an eight-man line, we automatically go into short pass blocking and a short pass play.

The line and backfield blocks for the short pass game are as follows:

Both ends release. The flanking back releases. The center of the

On-Side Guard

8-9 Hole Block

1. Pull, set up the end, flatten out, and align with the lane.

6-7 Hole Block

1. Pull and trap the first man on the line of scrimmage outside the hole designated. (Note: Rule blocking: If there is a man in front of the end, the hole moves in one).

2-3 Hole Quick

(This automatically becomes an outside veer with a man in front of the tackle).

1. If there is a man in front, cross with the tackle and take the first man on the line. (Note: 1. The tackle goes first. 2. Against an eight-man line, take the man in front, in. This is an exception to the man in front rule).

2. If there is no man in front, go through for the middle backer-up.

2-3 Hole Trap

1. If there is a man in front, post block with the on-side tackle.
2. If there is no man in front, lead block with the center on the man ahead of the center.

0-1 Hole Trap

(This automatically becomes a 2-3 trap against either a five or seven-man defense).

1. If there is a man in front, pull and block the first man on the line to the outside.
2. If there is no man in front, lead block with the center on the man ahead of the center.

Off-Side Guard

On all plays except the 2-3 Quick and the 6-7 Hole Plays:

1. Pull and trap the first man outside the hole designated. (Note: 1. On an 8-9 hole, pull and trap the first man past the center. 2. On 6 and 7 "Q" plays, pull out, and lead the play to block the on-side linebacker).

On 2-3 Quick and 6-7 Hole Plays:

1. If there is a man in front, check two counts and align with the lane.
2. If there is no man in front or in inside the gap, align with the lane.

2. If there is no man in front, the on-side end takes the on-side linebacker. To our way of thinking this is better than for the on-side end to have to worry about the alignment of the defense in all of the above-mentioned setups. Of course, this also applies to the other positions.

On pass plays we teach our ends and backs pass maneuvers; whereas, the line learns only the rules. On passes which come off runs we use long pass blocking or short pass blocking, depending on the backfield maneuver.

The blocking rules for the long pass game are as follows:

Ends. 1. The on-side end is out for a pass. 2. The off-side end takes the first man on the line of scrimmage to his outside.

Tackles. 1. If there is a man in front of the guard, the tackle takes him. 2. If there is no man in front of the guard, the tackle drops back and acts as general protector.

line, from tackle to tackle, blocks the inside hole as in the regular punt formation. The fullback blocks the first man outside of our left tackle. The right halfback blocks the first man outside of our right tackle. All passes are thrown on a three count. The spot of throw is one and one-half yards behind the inside guard.

Our objective is to get a number of teams to use this type of blocking so that we may simplify the problem of teaching offense to linemen. Three major universities on the West Coast have evidenced an interest in these blocking rules. Over 20 high schools in the immediate San Francisco Bay Area are definitely going to use these rules with their teams next year. We look for a greater simplicity in these blocking rules as teams continue to use them.

Listed in table form are blocking rules for each of the seven line positions. We believe that you can easily see the simplicity of this system.



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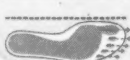
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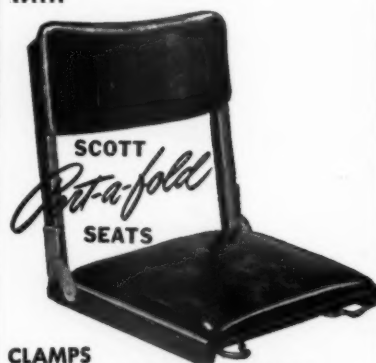


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Teaching Football

(Continued from page 38)

back candidates are called for, and they are told to call the starting signals. A surplus of quarterbacks is desired at this time, and at first it was necessary to do quite a selling job to get them. In fact, at one class no one volunteered, and we had the entire class call out the signals in unison in an effort to encourage a few to try the job. After it was announced that the position of quarterback was the most difficult project with the best chance for an "A" in the course we had all of the candidates that were needed. The boys learned to call signals and developed leadership so that they were ready for the ball-handling drill in the third lesson. It might also be mentioned that this procedure saves considerable wear and tear on the instructor's voice, especially when he has a schedule of several football classes in succession. The difficult position of center is also a highly rated project, and in the third session candidates were recruited by the same method of superior rewards.

Specialist skills, such as the center to quarterback automatic T formation pass are taught, while the balance of the class is otherwise engaged, so that no one is standing by while a few boys receive special instruction. Every effort is made to keep each boy active in one way or another every minute of the period. Each lesson is carefully prepared in advance so that everyone gets a hard workout, and the boys like it because it is football.

The ball-handling drills which are given in the third, fourth, and fifth lessons are plays which will be part of the attack pattern when the teams start scrimmaging. These drills permit all members of the class, except those who are trying for the center or quarterback positions, to appraise their individual skill in each backfield position. In this way the boys are prepared for the position on the team they prefer. When there are several quarterback candidates, enough units may be operated so that there are few boys alternating as ball-carriers. Thus, more practice is provided for each boy in the short period of time available.

In dividing the class into teams a number of aptitude tests were tried. These tests served their purpose satisfactorily, but proved time-consuming. In attempting to solve this problem a quarterback and a center were assigned for each team. Ambitious students had been competing for these

positions during the three preceding periods so it was easy to make a selection. The next most difficult position, fullback, and all of the other positions in turn were filled by calling for candidates to take their proper places on each team. Then teams were formed, one position at a time, descending from the most difficult to the easiest. Generally, the better players are the ones who are most eager for the more important spots, while those with the least skill hold back until they see the group reduced to boys of their own stature. If more than one boy wants a position, the instructor makes the necessary adjustment, usually giving the job to the boy who took the proper position first. Usually it is necessary to have a few alternates, never substitutes, because of the irregular size of the classes. And occasionally it is necessary to switch players to insure well-matched opponents, or to adjust the level of the position to player aptitude after the teams have been observed in scrimmage. However, incredible as it may seem, this informal method of natural selection produces satisfactory results in nearly all instances and, most important of all, it is fast and fair to the members of the class.

When compared with the coaching methods generally used, our method of teaching the teams their plays is a time-saver. As soon as the teams have been formed, each player receives a mimeographed sheet which contains four play diagrams. Special care was taken in the preparation of these diagrams in order to make them self-explanatory. Each diagram is as large as possible and the playing positions are indicated by familiar abbreviations. Several other symbols are used to designate passes, hand-offs, the path of each player, as well as the ball-carrier, and the type of block to be used. These sheets even designate the particular type of block to be used in each play. We were pleased, if surprised, that almost every boy was able to understand his duties as soon as he looked at a play. Only in rare instances was it necessary for the instructor to explain anything; usually because the boy was looking at his sheet upside down, or was looking at the defensive symbol instead of the offensive one for his position. It should be remembered that some members of the class knew nothing about football.

In the development of satisfactory play sheets, as in the evolution of other time-saving methods in this program, it was necessary for us to learn from our mistakes. At first, six plays were diagrammed in the professional,

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but more difficult symbols. Most of the boys had never seen a football play diagram before and could make nothing out of it. It was also learned that the vision of some boys was so poor they could not read the diagrams without glasses, and glasses are not permitted in any football class. Further, we discovered that six plays were more than the class could assimilate at this stage. When the number of plays was reduced to four, we were able to blow up each diagram for the sake of those who had defective vision. It was also possible to use more symbols and make each diagram simple enough to be easily understood. After the adjustments were made, the quarterback simply called a signal, the players looked at the diagram for assignments, and the play was rehearsed.

When the defensive duties of the various positions are taught, further use is made of the mimeographed material. In this case a second instruction sheet becomes a homework assignment. When the class learned that we would hold an oral quiz at the next meeting the members usually came prepared. The first scrimmage always followed this assignment.

The sum total of our streamlined methods brought the class to the team scrimmage stage by the eighth lesson instead of the thirteenth as was the case in the first experimental class. Furthermore, the boys were better conditioned and more proficient in every way than they were before. Our first major problem, time limitation, was pretty well licked.

The injury hazard problem had to be faced from the outset. Entirely apart from the question of availability of protective equipment in the usual quantity, the lockers assigned to gymnasium classes were too small to accommodate pads, and there was not enough time available between classes for elaborate dressing. When it became known that we intended to play regular football without pads, other than helmets, it was predicted that the injury rate would be so high that the entire idea would have to be abandoned shortly after scrimmages began. Needless to say, our classes were started with a certain feeling of apprehension.

Since it was our feeling that most broken bones were the result of faulty skill techniques, this was a factor which we could do something about. We started to teach sound skill techniques, always the safest, during our first lesson. The instructors insisted that each boy learn our method of blocking, tackling, falling on the ball, etc. Furthermore, the boys received

a grass drill and contact blocking practice during the very first session. There were rugged contact activities of one kind or another in each period thereafter. The boys were really soft at the start but we soon hardened them up.

(To be concluded in the
November issue)

High Jumping

(Continued from page 33)

downward here helps to lift the low thigh and the knee of the trailing leg. Some straddle jumpers who keep their bodies more parallel to the bar depend on kicking their trailing leg straight. Weisner leaves his knee flexed here and thus gets a better thigh lift in connection with the diving motion of his upper body.

Illustration 9 shows the clearance of the troublesome trailing knee in a form that enables Weisner to land as is shown in Illustration 10 with all of the ease and comfort of a Western style jumper. Those jumpers who attempt to turn their bodies at the top of the jump, and thus whirl out of the V position of the thighs as is shown in Illustrations 7 and 8, land in all manner of uncomfortable positions in the pit. Weisner is shown here landing first on his hands and with his head farther away from the bar than are his feet. All jumpers who use either of the standard forms should strive for this type of landing. The diving jumper has less of his total weight over the bar at one time. He also eliminates a great deal of wasted broad jump effort in making the clearance.

Betton is the shortest of the three jumpers, but he has long, strong legs, while his trunk is relatively shorter than those of the other two boys. This favorable distribution of body weight enables him to handle a lower crouching position in his gather as is shown in Illustrations 1, 2, and 3.

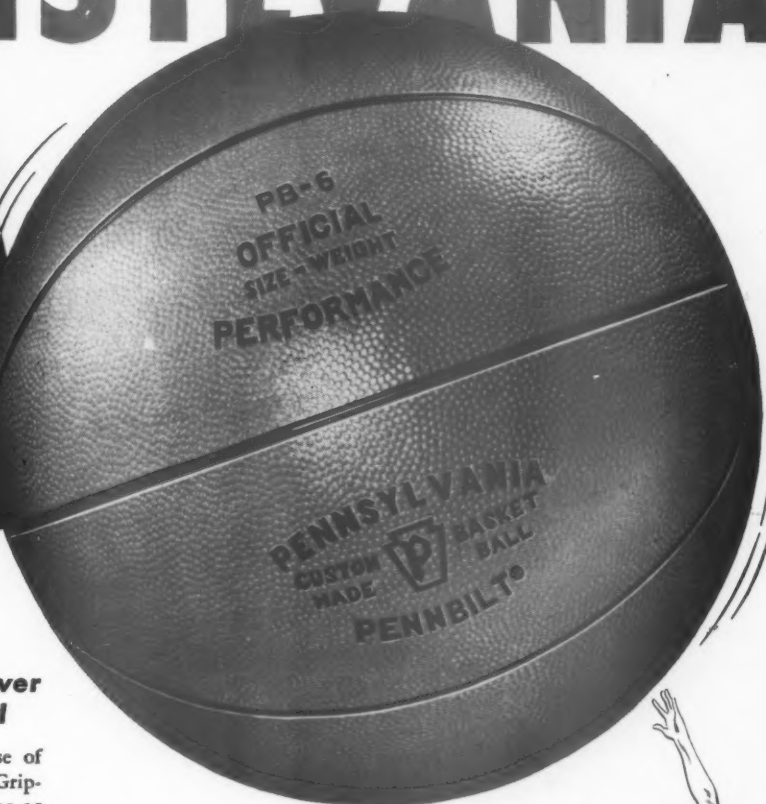
His body weight is shifted over the take-off foot, and he has an excellent lifting and spring action as is shown in Illustration 4. Unlike the other jumpers, Betton approaches the bar from the right and takes off on his right foot in making his Western type clearance. Although his take-off is much nearer to the bar than that of Davis, it is hardly up to that of Weisner.

Illustrations 5 and 6 seem to reveal a lack of diving action of the upper part of Betton's body.

(Continued on page 49)

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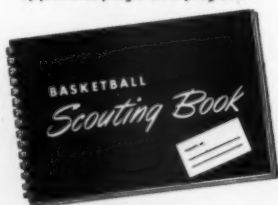
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Illustrations 6 and 7 show a faulty position of Betton's lower right leg in that it should be brought in contact with his upper left leg while his right hip is passing over the bar. As pointed out in the case of Davis, at this point the ankle of the under leg should strike the upper leg at a point just above the knee. More diving action would certainly help Betton to get greater heights, as his head and shoulders seem to rise until he has cleared his lower right hip.

Illustrations 8, 9, and 10 show Betton on the way to his landing in the pit. In our opinion, the position of his hands and feet should be reversed as to their elevation in these illustrations. In the illustrations, the landing foot is taking the lead; whereas, in the diving type of this jump, the hands will be in the lead in coming to the landing.

High jumpers should get into good shape before the competitive season starts. They can do considerable running at that time as well as take the different body building and stretching exercises recommended for the other events. After competition starts, only a little jumping should be indulged in early in the week.

The lack of what seemed to be sufficient warm-up by Davis at the various meets was mentioned by a number of people. We agree with them, and think that during the long waits it would probably have been better if he had moved about a little more. A high jumper might anticipate the time of his jump and benefit by limbering up slightly some five minutes before his jump time came around, and then rest until the final shake out of his legs just before he jumps. High jumpers are peculiar — Betton in his unusual two section approach to the take-off, and Davis in his less to be defended type of warm-up. When a boy does well in any event he is likely to want to continue the same routine.

End Play

(Continued from page 10)

his left knee, spread his arms with his elbows bent, and drive his shoulder into the first blocker or blockers, just as if he were tackling the ball-carrier. In this way he will pile up the play, force the ball-carrier to run up the backs of his blockers, or take valuable time going around the pile-up. Occasionally we have seen an end do a very outstanding job of piling up the blockers and spilling the ball-carrier. When this occurs we say, "more power

to him." However, if the end takes care of the interference he has done his job well, and we want the defensive halfback on that side of the field, and the linebacker on that side of the line, to come up fast and give him help.

On this particular play, which is aimed directly at the left end, the right end will take his two steps, diagnose, and then will trail the play cautiously, always being alert for a reverse to his side of the line.

Diagram 2a shows the same type of play aimed directly at the right end. His responses are the same as those of the left end except that his initial charge is taken by stepping with a longer step with his left foot, (leading foot), followed by the hop landing on his right foot.

The play through the adjacent tackle is shown in Diagram 3. On a play of this type, about all we feel we can ask of our ends is that they be able to dive into the breach and help the tackle as much as they possibly can. However, on this type of play the primary responsibility rests with the tackle and the linebacker on the side of the line where the off-tackle play occurs.

Diagram 3a shows the same off-tackle play to the opposite side of the line.

The third major situation which the end faces, and this particular play places the greatest burden of responsibility on the end, is the end sweep. Since the end has more territorial responsibility than any other lineman, and since this particular play is directed at his most vulnerable spot, his flank, we feel that our best defensive ends are those men who can stop this type of play consistently. In teaching defensive line play our first rule is: *Guard your territory.* This rule applies to the ends as well as to the guards and tackles. Our second rule for the ends is: *Never let the opponents get outside or outflank you.*

On the snap of the ball the left end makes his initial charge. This charge places him just across the line of scrimmage, in a crouched position, with his hands in front of him, and his right foot forward. As he diagnoses the play and sees the interference going deeper, preparatory to making the end sweep, he takes a cross-over step with his right foot, being sure to throw his hands back to ward off any blocker who may attempt to pin his trailing left leg. The left end should then give ground laterally, hand fighting as he does so. He is then instructed that as soon as he feels the sideline is close enough

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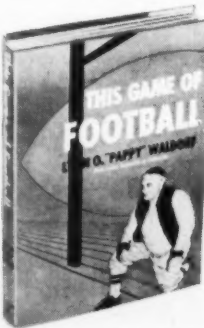
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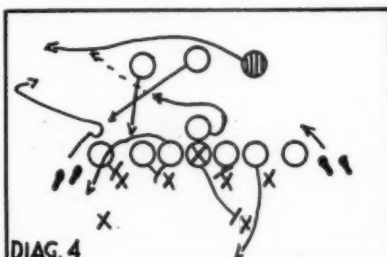
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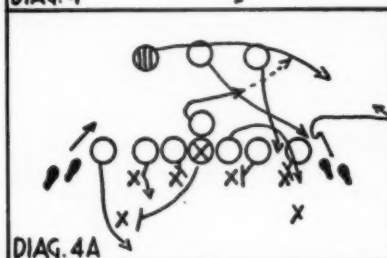
to him so that the runner will be pinned in by it, to stop giving ground and go after the interference and the ball-carrier. Our linebacker on that side of the line and the left halfback are instructed to come up fast and help the end all they can.

Diagram 4 shows this maneuver by the left end with the right end trailing the play and watching for the reverse.

When the end sweep is directed at the right end, the left end will trail the play, watching for the reverse. The right end will then make his initial charge. This charge finds him just across the line of scrimmage; his right foot is forward, in a crouched position; his hands are in front of his body, in position to hand fight. When the right end sees the interference go deeper he will cross over with his left foot, being sure to shoot his



DIAG. 4



DIAG. 4A

hands back to protect his right leg, which is unprotected. Then he will give ground laterally following the same procedure as the left end.

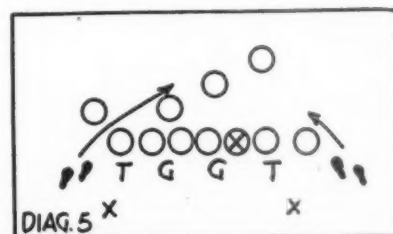
The end sweep directed at the right end is shown in Diagram 4a.

The fourth major situation has been partially covered. As has been shown previously, when the play goes to the opposite side, the weak-side end must always be alert for a reverse play or a cutback. We want the end to be sure his territory is taken care of first.

Against the T we usually rush our ends when a passing situation prevails, because we feel that a rushing line is the best pass defense. Usually we have our ends rush the kicker and try to block the kick if possible. Ends have a tough job in meeting both the T and the single wing because they have to react very quickly and have considerable territory to protect.

Defensive Maneuvers for the Single Wing

Against the power of the single wing we feel that a player cannot be waiting; he must be moving forward to meet the power. In setting our defense against the single wing we crash our ends a great deal. If we do not crash deep we do not want to be caught on the line of scrimmage. The reverse is one of the most powerful weapons of the single wing so our ends are cautioned to be alert at all times for a feint to the opposite side which will draw them in, and then a play will develop outside their flank or back through the tackle. In meeting the single wing, the end and tackle



DIAG. 5

work as a team. Diagram 5 shows how the tackle protects the flank if the end crashes. The reverse of this situation may find the end playing cozy if the tackle is going to smash. If our boys are not going to smash, we use the same basic maneuvers in playing end sweeps, and plays aimed directly at the end or through the adjacent tackle, that we use in meeting the T formation.

Team Defenses

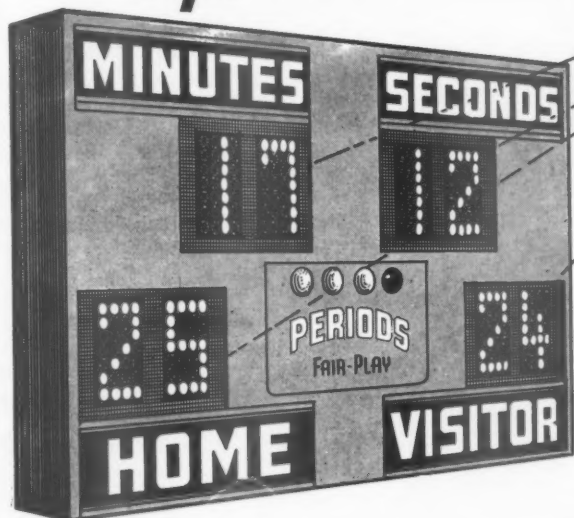
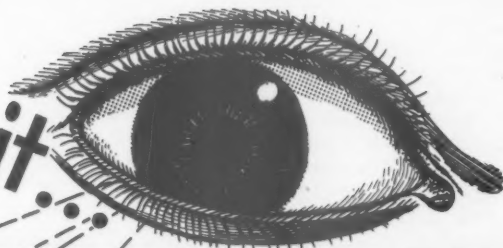
(Continued from page 18)

use a 4 series which gives us power to the side our opponents will run with their flank or motion. Let us look at an automatic signal with a flank or motion to the right (Diagram 1). It will be noticed that the automatic combination puts our power to the side of the opponents motion. Regardless of what number was called previously, when the man went in motion or flanked to the right, these automatic numbers went into effect.

Another ideal defensive maneuver when a power play is expected, without motion or flank, would be a left and right loop or slant, 142, (Diagram 2).

The passing defenses 400 and 100 may be set up in any way that is desired in order to protect against passes. The 400 defense is a four-man

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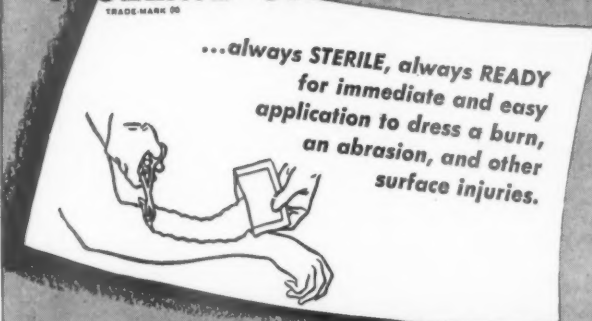


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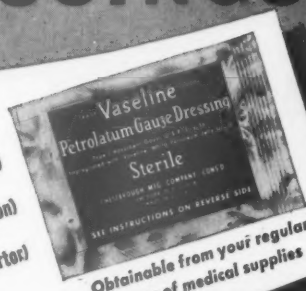
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rushing defense (Diagram 3). Our pass defense is a six-man rushing defense (Diagram 4).

Now, should our defensive quarterback on the left feel the flat should be covered, he may call 400. If the quarterback on the right side wants more rushing power, he will call 100 (Diagram 5).

If, during the game, the scouting report on the opponent does not coincide with the defensive plan that has been mapped out, it is a simple matter to tell the defensive quarterbacks to change from number 432 to 421 on a man-in-motion, or from 123 to 124

on the left or the right. It is not necessary to wait for the half to end

to make the adjustments; it is just a matter of changing three numbers.

Safety Methods

(Continued from page 20)

of a good and safe coach. Considerable playing experience on the part of the coach may be translated to mean that he was either a member of the varsity or scrub team, not necessarily a star, but one who has a knowledge of the game from the player's angle. Further, we believe that the

football coach should have either a minor or a major in physical education and not just be another football player. Of course, the coach should be a full-time certified teacher and not just coach as a part-time job as has been done in the past. It is further believed that all school systems should conform to these high standards to aid in the elimination of football injuries.

Sufficient Safety Equipment

After proper leadership, one of the next most important safety factors is adequate and safe equipment and facilities. There is no excuse for accidents which occur because of negligence in the care and maintenance of football facilities and equipment. Adequate protective equipment should be furnished to and worn by all football players. In other words, the school, and not the individual, should furnish the best of equipment for each and every player. The coach should select this equipment. It should be the best quality, most efficient, and most protective equipment on the market.

In purchasing athletic equipment the following rules are advocated: 1. The garment should be seasonable and comfortable in any temperature in which it is worn. 2. It should fit well, allow for freedom of movement, and give the necessary support. 3. It should afford adequate protection against the hazards for which it was designed and not create new hazards. 4. It should be durable. 5. It should be purchased from a reputable manufacturer.

Several recent developments in safety football equipment for use in practice include: 1. Improved construction of pads for the shoulders and hips. These pads are light but are stronger, better fitting, and padded on all contact surfaces. Pads should fit and keep in place. 2. Thigh guards of bakelite or plastic, and overlapping sponge rubber knee guards that slip into pockets built in the pants. 3. Locking devices which prevent cleats from blocking off. 4. Better elastic-webbed belts which hold the pants in close contact with the shirt. 5. Helmets constructed with hammocks to keep the head from contact with the

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Safe facilities for practice and playing areas are a "must" in safe football. The football field should be a level, grassed field, free from all obstructions, rocks, holes, and it should be a distance from any sideline markers, fences or any other obstruction that a player might run into. Unslaked lime should never be used in marking the field because of the danger of burning the skin of a player who comes in contact with the markings. Sufficient blocking and tackling dummies should be provided and maintained properly. Areas of sawdust or other suitable material should be provided for blocking and tackling practice. As an extra precaution goal posts can also be padded where a player might hit. Safety down markers as well as corner flags should be used.

Scheduling of Games

A great deal of thinking and planning is necessary on the coach's part as well as on the part of the director of athletics in making up the football schedule. Since scheduling involves many problems of safety, it is recommended that the coach and the administrators use the utmost care in selecting opponents and scheduling teams and the number of games to be played. Schools should schedule games with opponents of approximately the same playing standards and quality of personnel. Teams should play in their own league and class, and should not play out of their class because the material may not be the same year after year.

The Number of Games

The total number of games to be played in one season is a debatable question. We have been playing nine games per season for the past five years; however, in our opinion, seven or eight seems to be a more desirable number for safety. It is advisable to leave a date open in the middle of the season. High school games should be played under high school rules only. No interschool game should be played before the team has had at least three weeks of practice.

Leadership and Skill Controls

One of the most important factors which help to eliminate football in-

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juries is proper teaching of the game, including fundamentals to achieve skill, proper conditioning, and in general, management. It should be recognized that 44 per cent of the season's injuries occur before the first game. There should be no scrimmages until after at least one week of practice and conditioning. The time to condition different squads will vary with the local school.

We believe that the first fundamental to teach the boys is the proper method of falling, without injury, from any position. Along with conditioning, various methods of falling, rolling, and all ways of ground contact must be taught. The drills of falling, then falling on the football,

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should be one of the first fundamentals learned during early season practice. During the first few days of practice no body contact work should be given. In our opinion there should be one week of conditioning which should include a number of football fundamentals, but no body contact.

When a player is warmed up properly he attains increased efficiency of action. Efficiency of action, in turn, provides better timing of muscle contraction, which tends to reduce the possibility of injury. Different players require a varying amount of warming up, and the weather is also a factor to be considered. Grass drills are valuable in warming up a player either

for a game or for practice. Players must be kept warmed up throughout practice and must be properly warmed up whenever they are sent into a game.

Further practice precautions include special attention for the men who are out of condition at the first call for fall practice. Coaches, as a rule, request their boys to keep in shape all summer, but many circumstances interfere with these plans and the boys are usually found to be in different stages of physical condition. A great deal of work is necessary to get all of these boys in the proper condition before strenuous workouts may be undertaken. Boys of nearly equal ability

should be placed against one another.

For safety, the use of "live bait" in blocking and tackling practice must be watched and supervised with the greatest caution. Blocking pads may help minimize the danger of injury where one or two players are used continuously. However, if the fundamentals, plus the proper methods of falling and rolling are learned thoroughly, no boy need be injured.


All football activities should be light during the first part of the season and should be increased when the season gets into full swing. Fundamentals should be taught at half speed only after the fundamental has been learned properly.

Instead of "live bait," dummies should be used in blocking and tackling for all preliminary instruction, early season practice, and conditioning. The dummies must be checked for dangerous wear and the boys should be warned to block and tackle hard but correctly to avoid rib injuries. "Stay on your feet and drive, drive, drive," is a good safety axiom as well as good football.

Scrimmage precautions are very important because here is where the real injuries can occur. We say "can" because they can be avoided. The trend of recent years is toward less and less scrimmage. In our opinion, scrimmage should be limited to not more than 30 minutes for any one boy a day. A boy who is in good condition should not get too tired during a hard 30-minute scrimmage. Full protective equipment should be worn at all times.

Game precautions, like practice precautions, are very carefully planned to avoid injury to any player. In addition to warming-up, proper equipment, and time limit of practices, may be added good officiating for both practices and games. Extra precautionary measures of taping of wrists and ankles may be used. A pre-game pep talk should not overstimulate the boys because the tension will usually be great enough at game time. The presence of a stretcher at the sidelines, plus first aid equipment, are other good safety precautions. A doctor should attend both teams during a game, whenever needed, to avoid further injuring an injured player.

A summary of the findings in this article reveal that sound fundamentals, good conditioning, proper equipment and facilities, plus sound administrative control, seem to be the answer to eliminating, or at least cutting down on the number and seriousness of football injuries.



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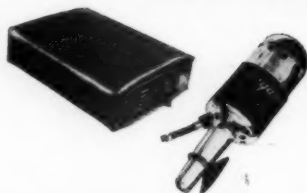
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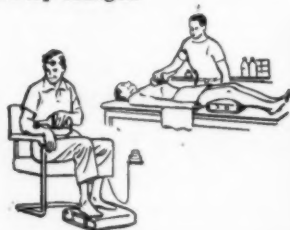
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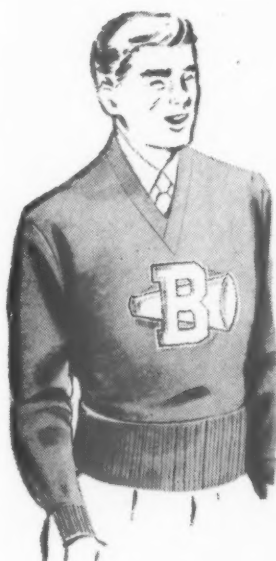
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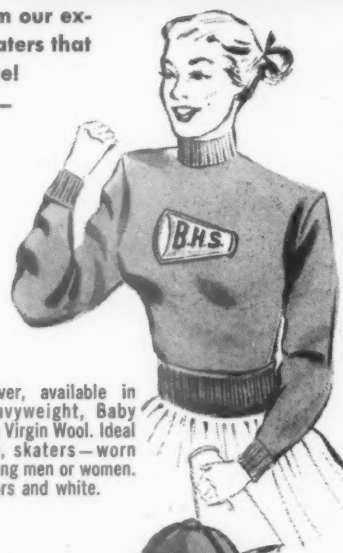
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Physical Education Activities, Sports and Games, by Louis E. Means. Published by Wm. C. Brown Co., Dubuque, Iowa. Three hundred and twenty-eight large-sized pages. Price \$4.00.

The book describes all types of activity from the familiar basketball, to the less common wiskit. Pictures and drawings of techniques and playing areas, together with the abridged rules of play, make this a ready source book.

Techniques of Athletic Training, by Gene and Roland Logan. Published by Franklin-Adams Press, Los Angeles 41, Calif. One hundred and forty-one, 8 1/2 x 11, pages. Price \$3.50.

This excellent book follows the old saying that one picture is worth 10,000 words. Instead of pictures the authors have made use of the finest in drawings to illustrate their taping and training techniques.

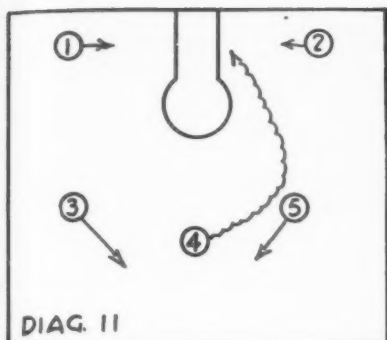
Figure Eight

(Continued from page 28)

unless fed off to a corner man. O4 then goes on defense.

Diagram 9 shows a play which works the same as the play shown in Diagram 7, but as O3 starts back with the ball he drives by O2 for the basket. Then O1, O2, and O5 go in for the rebound, while O4 goes on defense.

If O4 notices that his man is playing too close and the center is open, he may drive in for a shot (Diagram 10). O1 and O2 go in for rebound-



ing, while O3 and O5 go on defense.

Diagram 11 shows O4 dribbling toward O5, but instead of handing off, O4 dribbles on around and in for the basket. Then, O1 and O2 rebound, and O3 and O5 go on defense.

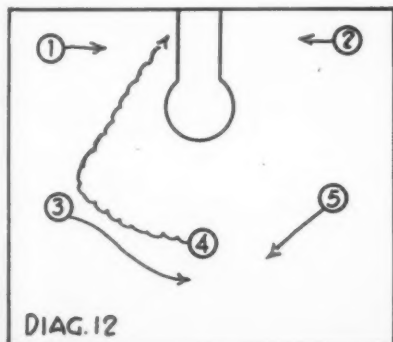
In the play which is shown in Diagram 12, O4 drives on in for a basket instead of feeding off. Then O1 and O2 rebound, and O3 and O5 go on defense.

In the play which is shown in Diagram 13, O4 dribbles over to O5, calls "O.K.," breaks for the basket to receive a pass from O5, and drives on in for a basket. O1 and O2 rebound, while O3 and O5 go on defense. This play is particularly effective if the defense starts to play the system instead of the man.

The play which is shown in Diagram 14 is the same as the play shown in Diagram 13, only it is run on the opposite side of the floor.

O4 has started all of the plays, but any front man may start a play from the center of the floor. This system may also be worked with two front men and one corner man. The other front man breaks out as does the corner man who is not revolving the ball.

The screen which is shown in Diagram 15 is very important, and we believe it is one of the phases of this offense which, as a rule, is not executed well. As the dribbler brings the ball over, he passes off and stops immediately. This stop is made pur-



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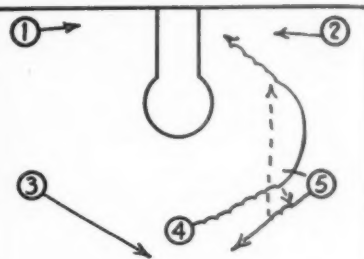
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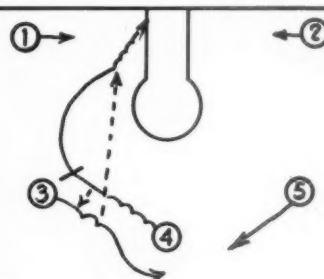
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DIAG. 13

posely to screen out the defensive man who has been led into the dribbler. The dribbler should not try to avoid this man, but should screen him. Usually, the dribbler will also block his own guard, unless the defense is playing loose.

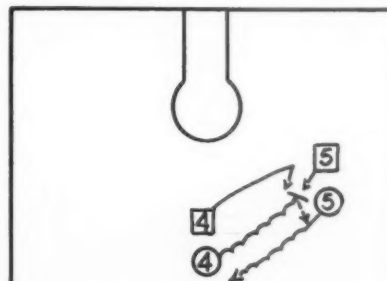
Contrary to general belief, this offense may be used against a zone defense, especially the plays which are shown in Diagrams 8, 9, 11, and 12. The play shown in Diagram 10 may



DIAG. 14

be used, but instead of driving in, the front man shoots over the zone.

Proper timing is most important in order to make this type of offense work. When this offense fails it is due to one of two things: first, the poor timing of the corner men; second, the inability of the front men to set up the system. If the front men will watch how the defense is set up against them, they will be able to set up the system.



DIAG. 15

Kicking Game

(Continued from page 9)

ways on the lookout for a boy who has this important ability.

The other method of defending the punting game is to return the punt. We have a good sideline return and a middle return from the double safety. Because we do not want any punt ever to hit the ground, we like the double safety on kicking down.

In the right sideline return, which is shown in Diagram 3, we line up in an odd defense for one reason: we want someone on the center's nose. This worries him since very few centers are adept in these T formation days at snapping the ball with their heads down. A bad snap is the quickest way to get the kicker in trouble. In this play we are trying to form a sideline wall, and if we hit the sideline with this wall we ought to go all the way. Obviously, the same play can be run to the left sideline by reversing the positions of the players and the blocks.

The left end and the left tackle line up on the inside shoulder of the offensive end, then tackle and rush the kick hard to force the offensive end to kick down the middle. The left end stops on the line of scrimmage on the opposite side and is the last man. He is coached to look for the most dangerous last man. Sometimes it is a man inside the wall, but the left end must come up and take him out.

The left tackle goes on around the corner and becomes part of the wall.

The right guard explodes with all his force on the center, and takes the center as far in the backfield as he can on his initial charge. Then the right guard comes down the line to become part of the wall. For this assignment we choose the biggest, swiftest, toughest man on the team.

The right tackle and right end hold up the left offensive end and tackle as long as possible, then spread to the sideline to form the wall. In coaching this return, it is very important that the line does not get down the field too fast. The wall should be approximately ten yards from the sideline. In order to keep the players honest we put dummies on the line of scrimmage, ten yards from the sideline, and have the boys go around these. This keeps them from cutting the corner and improves the timing. As the boys come around the dummies, we have them space themselves some five to seven yards

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apart and look to the inside to pick off the defense. Naturally, the first man around the corner goes down the field to pick up the ball-carrier. His distance varies each time, directly with the distance of the punt.

The fullback blocks the right offensive end out on his side.

The left guard comes back in the middle, and takes the first man down to protect the hand-off.

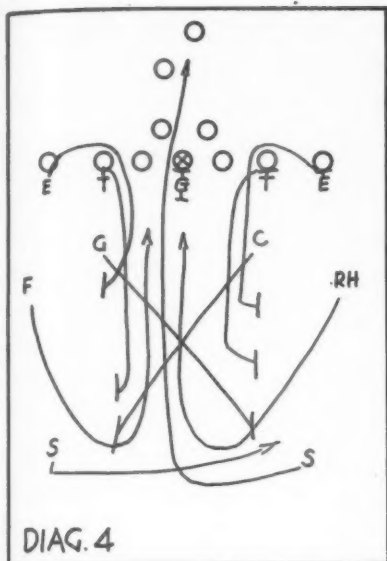
The center and the right halfback are responsible for the left offensive end. We coach the right halfback to keep on the end's outside, and maintain his attention from this position all the way down the field, acting as if he were trying to block the end in. The center times his block and blocks the left offensive end out, and we run inside this man to hit the sideline wall.

A great deal of work is necessary on the part of the two safeties in handling punts and exchanging the ball or

BOBBY DODD quarterbacked Tennessee in the 1928, '29, and '30 seasons, during which time the Vols lost only one game. Following graduation, he served 14 years as Bill Alexander's assistant at Georgia Tech, assuming the head spot in 1945. His all-time head coaching record shows 50 wins, 21 losses, and one tie. This past summer he was head coach of the All-Star team.

faking an exchange. It is of the utmost importance that these two men have width when the ball is caught; otherwise there will be no fake. The defense will know too soon which way the ball is coming. This exchange is a bit of acting; the safety who does not have the ball must carry out his fake to the extreme, by faking to carry the ball on his hip. Another coaching point is for the safeties to retreat, if necessary, five or ten yards in order to hit the sideline wall. We feel this retreat is justified, because once inside the wall we have a good chance to go all the way. There are, of course, certain high short kicks which should require a fair catch, and low sideline punts which should never be exchanged.

The middle return is shown in Diagram 4. Any return which is as good as the sideline return must have a complement to make it stand. The middle return is not as good as the sideline return, but when the opponents are playing the sideline return,



certainly we are prepared to run the middle. Conversely, knowing we will also run the middle, the sideline return is improved.

The ends hold up and force the offensive ends to the outside and swing inside as second men in a middle lane.

The defensive tackles hold up the offensive tackles, then swing to the inside to become the third men in the lane.

The left guard and the center drop back and cross over, taking the first man down on the opposite side.

The right guard's play is the same in the middle return as it is in the sideline return, except that he drops back and is the last man to pick off the safety man.

The fullback and the right halfback swing back to the inside, and time it so as they are leading the ball-carrier up to the middle. Then they take the first man who shows.

The two safeties operate the same as they do in the sideline return, except that they cut sharply up and into the middle of the line.

Handling punts is certainly a most vital phase and has probably caused the coaches as many heart attacks and gray hair as any other thing in football. Natural individual differences will give varying form, but there are still certain fundamentals which will always hold.

The high speed camera has recorded a remarkable group of sequence pictures with probably the best demonstrator in the country, Vic Janowicz of Ohio State. We would like to express our appreciation to Janowicz, George, and Parelli for their fine cooperation when the pictures for this article were taken.

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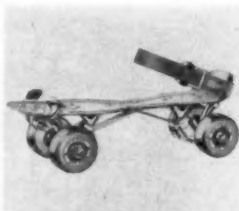


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Out-of-Bounds Plays

(Continued from page 22)

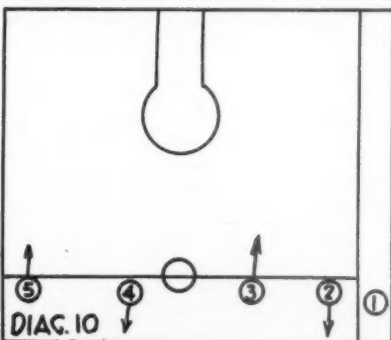
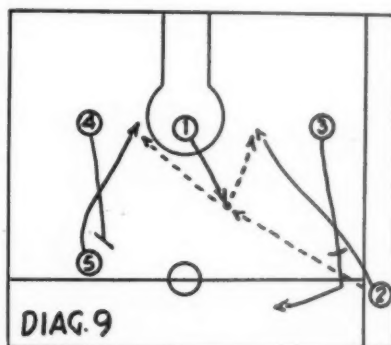
JERRY McFARLAND graduated from Ouachita College and began his coaching career at Mabelvale High School where he served for two years. He moved to Pine Bluff last September, and in his first year guided his team to the state basketball championship.

reason it works so well is that the key screen is made on the defensive man's blind side.

In the play which is shown in Diagram 9, when O2 slaps the ball, O1 comes out and takes the pass from O2. At the same time O3 goes up and screens for O2, O4 goes up and screens for O5. Then O2 and O5 break for the basket. O1 has the option of passing either to O2 or O5. O3 and O4 roll off on defense or to take the pass from O1, if O2 and O5 are covered.

This pattern is used late in a game so we will be sure to get the ball in bounds without having it intercepted.

O1 slaps the ball, the signal to start the play which is shown in Diagram 10, O2 breaks to the right, O3 breaks to the left, O4 breaks to the right, and O5 breaks to the left. A team is not likely to score on this play, but either O2 or O4 will be open to receive a pass from O1.



Outside Promotions

(Continued from page 16)

North Carolina one out of every twenty-seven schools has track; in Missouri one out of every fifty-seven schools has tennis; in populous Connecticut, with its numerous golf courses; only one school out of ten plays the game; in Colorado only one school out of fifty plays "the great American game."

These statistics, we think, present quite an appalling picture, particularly for a country which prides itself on being an athletic nation. If the schools themselves will not take the lead, maybe the solution lies in accepting some of the help which is being offered. Let us continue to guard our students against unscrupulous promotions, but in our zeal to do so let us not shut the door on worthwhile promotions when they are presented.

Baseball—The Great Revival

WITHOUT a question, the brightest spot in the athletic picture is the tremendous revival of baseball as an interscholastic sport. Baseball is not a revenue producing sport, and, of course, suffered during the depression years. Baseball's decline, however, was evidenced in the twenties — often classed as the "Golden Decade of Sports."

Since the war the number of schools playing baseball has increased at an astounding rate. For example, in 1946 only 35 per cent of the Delaware schools were playing the game, two years later 91 per cent were participating, and this past spring every school had baseball. In Minnesota the participation increased from 45 percent in 1946 to 66 per cent in 1948 and to 88 per cent in 1952. This past spring the Georgia state association sponsored a baseball clinic and the attendance was approximately 8000. These are isolated statistics, to be sure, but they indicate the tremendous growth and interest in baseball.

What then has been responsible for this upsurge? A number of organizations have done their part such as the Jaycees, the American Baseball Congress, organized baseball, the various state high school athletic associations, the recent spectacular little league program, the American Legion Junior Baseball Program, and, finally, the sporting goods industry through its liberal financial support.

Every effort must be exerted to guard this advance. We hope that the leaders of professional baseball will see the wisdom of continuing to operate under the highly successful joint baseball program in operation since 1944. Should organized baseball revert to the old system of signing boys to contracts at any age, we fear that schools will become discouraged and direct their attention to substitute sports in which raids on the high school team would not be perpetrated.

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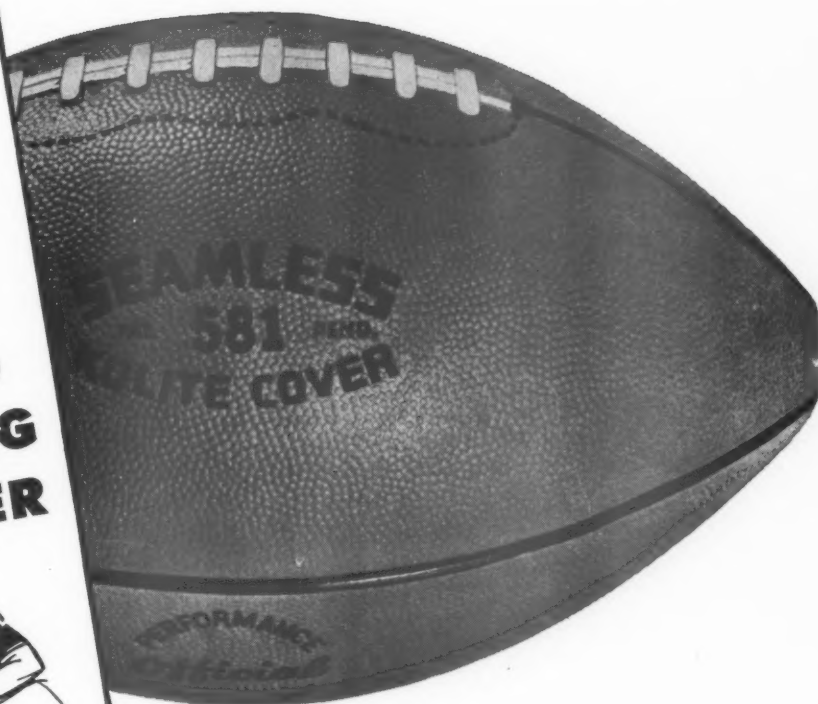
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Ordinarily, new concerns, which have no reconditioning experience to offer, substitute the argument that they are "specialists" in some phase of renovating—generally, they are "shoe specialists" or "cleaning experts". They are specialists in these branches of the industry solely because they own some shoe machinery or

laundry equipment, and perhaps have some civilian experience in these lines.

The fact remains, however, that the problems of handling civilian clothing and athletic equipment are vastly different, and that an expert civilian shoe repairer is an apprentice reconditioner. The true "shoe specialists" of the industry are the IVORY SYSTEM shoe men, many of whom have been repairing, not shoes, but athletic shoes, for thirty years. Their reputation for unequalled workmanship and their wealth of experience at the trade which must concern you as a coach or athletic director, cannot be matched by any new pseudo-expert.

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